

ABSTRACT

Title of Dissertation: A STUDY TO IDENTIFY PROGRAM STANDARDS, GOALS,
OBJECTIVES AND PROJECTS IN EXISTING HIGH
SCHOOL FOREIGN LANGUAGE IMMERSION PROGRAMS
IN THE UNITED STATES

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This study sought to identify Program Standards, Goals, Objectives and Projects in all high school immersion programs in the United States (U.S.) and to look for common standards and similar features in identifying emergent models, guidelines, and objectives. The study focused on 20 High School Immersion Programs identified by the Center for Applied Linguistics. It was the official list of schools, identified in its most recent survey of immersion programs in the U.S. (1997). There were only two studies on high school immersion programs reported in the most comprehensive description of immersion schools in the U.S. (Fortune and Jorstad, 1996); however, since that time, many high schools have established immersion programs. At this time, these programs do not have the support of national guidelines or standards for secondary immersion programs. Immersion planners develop their own objectives and do not have research studies to cite when asked by administrators if this were an effective immersion program.

This research study identified 15 experts in the field of immersion education representing National Resource Centers, high school immersion programs, authors of

immersion articles, and researchers on immersion issues. They were interviewed on major topics, such as, standards, guidelines, objectives, and special features that should be present in all models for immersion high schools. The experts identified characteristics and features that could help create guidelines for high school immersion programs.

Concurrently, as the experts were interviewed, a questionnaire was sent to the 20 high schools identified as the population for the study. The first part of the questionnaire included statements about standards, goals, and objectives; the second part sought to find commonalities in the high school programs on a variety of topics; the third part identified instructional practices and asked participants to respond using a Likert Scale.

The findings were reported in a qualitative manner with quantifiable representations. Descriptive statistics were identified: frequency counts, percents, means, median, mode, standard deviation, standard errors, and variances. In many instances, content analyses were used to interpret the data.

Commonalities were discovered among goals, content, course offerings, and instructional practices. Implications of the data were presented as well as recommendations for future study.

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OBJECTIVES AND PROJECTS IN EXISTING HIGH SCHOOL
FOREIGN LANGUAGE IMMERSION PROGRAMS
IN THE UNITED STATES

by

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Dissertation submitted to the Faculty of the Graduate School of the
University of Maryland at College Park in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy

1999

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1999

DEDICATION

This dissertation is dedicated to the memory of my husband,
Foster McDowd Harrison, who died July 12, 1998. It was his support, love,
and words of wisdom that spurred me to begin the doctoral study. He wanted me to
throw my cap in the air in celebration of my achievement. I will do that
in memory of his smile, humor, and love of life.

ACKNOWLEDGMENTS

I wish to express my sincere appreciation to the following persons whose contributions made this publication possible. To each of them, a special thank you.

Dr. William E. De Lorenzo, my advisor and professional friend: His dedication, time, advice, and support allowed me to complete this dissertation. Without him, I would not have persevered.

Laura Strobel, my professional data processor, document proofer, and friend: Without Laura's dedication, commitment to long hours, and expertise on computers, I would not have made my deadlines or completed this document.

To my committee members:

Dr. Dora F. Kennedy was my mentor and solid rock of support. She understood my struggle to balance a full-time job, a dissertation, and a sick husband. I express my heartfelt gratitude.

Dr. Shelley Wong's smile and positive comments continually gave me encouragement to continue the difficult task; she respected my work.

Dr. Olivia Saracho always supported and encouraged me. She had confidence that I could do the research well.

Dr. Roberta Lavine believed in me, provided valuable input and trusted my professional judgment. To all of my committee members, I am indebted and grateful.

Finally, I wish to thank a few special people whose love, confidence, assistance, and joy in my successes were inspirational in helping me through all of my transitions.

I.B. Barr, my mother, and Shirley B.J. Grantham, my sister; Mary White and Clay Henry White III, friends; Mayme G. Thornton and Loulease G. Sellers, my aunts: They are all educators and understand the commitment and time that it takes to complete the educational journey for a Ph.D. They were always inquiring about my progress and offering words of encouragement. They had confidence in me and shared their positive views regarding my work, which kept me focused on my tasks.

To all of my family and friends, I say *merci*, *gracias*, and thank you.

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CHAPTER I

Introduction

Observing American high school immersion students speaking fluently in French, Spanish, Japanese, and some other foreign language was always a delightful surprise to visitors who observed these classes. Immersion high school students were generally in their programs for eight or more years. These students acquired bilingual skills from elementary grades because they learned to read in the second language while learning mathematics, science and/or social studies through the second language – French/Spanish/Japanese or other languages. Their speech in the foreign language approximated that of native speakers of their age. They discussed and debated social issues, wrote research papers and analyzed literary works with ease in two languages – the second language and their native English language (Swain and Tarone, 1995).

Immersion programs originated in Canada in the late 60's because English-speaking parents wanted their children to learn how to speak French. Regular language programs did not prepare students to be native-like in their speaking. Research studies in Canada showed that students in elementary immersion developed native-like speaking skills and did just as well on standardized English tests, and sometimes better than, their counterparts who were not in the program. In addition, immersion students had extensive vocabulary, were bilingual and had a global perspective on life (Genesee, 1987).

As the bilingual movement expanded in Canada a similar movement was escalating in California. Parents and educators were discussing ways to educate the growing number of Spanish-speaking children who enrolled in California schools; English-speaking parents inquired about programs that would enable their children to speak Spanish (Genesee, 1987).

Experts in the field of Immersion Education in Canada, and researchers in Applied Linguistics at UCLA helped to develop the first elementary Spanish immersion program in the U.S. in Culver City, California, in 1971. Since 1971, these programs increased

from one school in one state to 28 states, 71 districts, 165 elementary schools, 57 middle schools, and 20 high schools (Rhodes, 1997). Even though these programs increased, very little research was conducted on secondary immersion in U.S. schools. Although there was an abundance of research studies for the elementary program, there was little research in the U.S. or Canada on high school immersion programs. Therefore, when educators examined the few studies in the U.S., they found that the concentration was on elementary immersion programs. When administrators, teachers, parents and school boards in the U.S. asked for supporting research to implement middle and high school Immersion Programs, there were only a few U.S. studies to cite. According to Fortune and Jorstad (1996):

Information about second-language immersion programs in the United States has been becoming more plentiful as the movement has grown. Still, reports about the nature of the programs and, in particular, special details about program components have tended to be sketchy, local, and largely anecdotal. Major exceptions are the Center for Applied Linguistics reports about immersion language programs in the U.S. schools (Rhodes, 1980-1995) which summarize general information about programs that exist (Fortune and Jorstad).

Fortune and Jorstad (1996) stated that their research was the most current and comprehensive in the United States in reference to immersion education. Nevertheless, their study referenced only two of sixteen high schools (Rhodes, 1995) in the U.S. Since the collection of these data, additional school districts have implemented high school programs. When districts are ready to plan and develop high school programs they do not have national guidelines, standards, or models to help focus their objectives and projects. Therefore, as a result of discussion with selected immersion educators in the U.S. (National Association of District Supervisors of Foreign Language--NADSFL, 1995),

this researcher determined that the following study would be feasible and vital to the field of Immersion Education.

Statement of Purpose

The purpose of this study was to identify similar program standards, goals, common objectives, instructional practices and projects in existing high school foreign language immersion programs in the United States in order to find commonalities among them. In finding commonalities, emerging patterns were identified for future development of guidelines for high school immersion programs. The data were identified, summarized, analyzed, and reported to show preferred standards and emergent models for future Programs. In addition, the information was expected to add to the database of the National Resource Centers which conduct research on second language acquisition.

Rationale

Planners of immersion programs stated that what was needed in planning these programs at the secondary level were national models for middle and high school. (NADSFL). In the United States, researchers and educators have not identified exemplary models in the various high school foreign language immersion programs because of the scarcity of prior research in this field. In addition, national foreign language organizations have not developed "National Standards" specifically for immersion programs even though there were national standards for K-12, regular foreign language programs. These standards were published as "Standards for Foreign Language Learning: Preparing for the 21st Century" (American Council on the Teaching of Foreign Languages, 1996). These Standards did not address specifically programs such as Immersion although their five goals related to immersion education.

Currently, each immersion program in the U.S. developed its own goals and many of them focused solely on the International Baccalaureate (IB) Elementary immersion programs did not exist in the United States until 1971 (Genesee, 1987). Therefore, the first high schools with immersion programs were not established until

1979-1980. Immersion high schools tried to plan programs to help develop the second language that students began in grades K or 1-8. Students developed bilingual skills in these programs and communicated at a more advanced level than students in regular foreign language sequential programs (Genesee).

Many new elementary programs began in the mid-80's and as a result of these programs, immersion high schools began to appear in the 90's. In the 1995 issue of "Directory of Full and Partial Immersion Language Programs in U.S. Schools" (Rhodes, 1995) sixteen high schools were identified as having immersion programs. However, this study did not identify the objectives for those 16 programs. Most recently, Fortune and Jorstad (1996) completed a study titled: "U.S. Immersion Programs: A National Survey." In that study, based on the 1993 Directory of Immersion Schools in the U.S. (Rhodes, 1993), 34 middle schools and two high schools responded. The researchers stated in their conclusion that the 1996 survey was extensive up to that date and the "most comprehensive description of immersion education in the United States." Yet, two high schools with immersion programs were not sufficient to determine guidelines for immersion models or even national goals for high school immersion. This study sought to obtain additional data that would augment current databases on high school immersion and recommend guidelines for the language and content components that could be aligned with the national "Standards For Foreign Language Learning: Preparing for the 21st Century" (ACTFL, 1996).

Statement of the Problem

In a media mode ceremony, November 1996, "The American Council on the Teaching of Foreign Languages" (ACTFL, 1996) presented to the public the National "Standards for Foreign Language Learning." The document consisted of five goals and 11 standards. These K-12 Standards reflected ideas and collaborative work of hundreds of foreign language educators Kindergarten-post-secondary, all foreign language organizations in the U.S., many congressional leaders, and the U.S. Department of

Education. The document included a “Statement of Philosophy” with several concepts in which the five goals and 11 standards were discussed, developed, and finalized. One of these concepts helped to frame the purpose and key questions of the research focus in this proposal. The concept is stated below:

Language and Culture education was part of the core curriculum, and it

- was tied to program models that incorporate effective strategies, assessment procedures, and technologies
- reflected evolving standards at the national, state and local levels
- developed and enhanced basic communication skills and higher order thinking skills (ACTFL, 1996).

In a focus group called the “1997 Northeast Conference Standards Familiarization Project,” this researcher asked participants about standards for immersion. The reply was that immersion education was discussed by the “K-12 Student Standards Task Force.” However, the Task Force members decided that a different group was needed to develop specific standards for immersion. Immersion standards would be a future project for ACTFL and those organizations that focus on immersion education. One of the objectives in this research proposal was to identify what goals and program objectives were currently being used in high school immersion programs in the U.S., analyze the data and show emergent trends and models. These data will help future researchers to identify problematic areas of secondary immersion programs and instructional practices that existed in the 1990s in high school immersion programs.

Research Questions

In the field of Immersion Education, national program standards and guidelines did not exist for high school immersion programs, nor were there national exemplary models of programs listed in a data base. National organizations such as “The American Council on the Teaching of Foreign Languages” (ACTFL, 1996) developed proficiency guidelines and National Standards, neither of which has been adapted for high school

immersion programs. Therefore, it was within this framework of a lack of documented studies and recommendations for high school immersion program guidelines, program standards and national models, that this researcher proposed these questions:

1. What criteria are recommended by experts in Immersion Education to identify national guidelines and models for high school immersion?
2. What are the current program characteristics of each Foreign Language Immersion high school in the U.S. with reference to: Program Standards, Program Goals, Program Content, Objectives, Instructional Practices, Projects?

Significance of the Study

The results of this study could provide researchers and program planners with the following:

- Guidelines for planning high school Immersion Programs in the U.S.
- Several National Models of High School Foreign Language Immersion Programs
- Preliminary work that will help national foreign language leaders draft standards for secondary foreign language Immersion Programs in the U.S.

Key Definitions

The following terms are defined as they specifically relate to this study.

- Bilingual Education versus Immersion Education--Genesee (1987) defined **bilingual education** as a program in which the main focus was “to foster English language proficiency through first language development...” (Genesee, p. vii). He explained the concept of bilingualism in terms of “minority language students” (non-English speakers) and “majority language students” (native English speakers) learning second languages. **Immersion education** uses a second language as the medium of instruction for English

speakers. Both programs gradually introduce English into the curriculum (Genesee, 1987).

- Foreign Language Immersion Program (FLI)--It was the same as immersion education mentioned above--an instructional program in which a second language (French/Spanish/German/Japanese) was used to teach regular school subjects such as mathematics, science, social studies, and reading/language arts (Genesee, 1987).
- Emergent --"to develop as something new and improved" (Webster's New World Dictionary, 1990) as in emerging patterns from the data in this study.
- Model--"something considered as a standard of excellence to be imitated" (Webster's New World Dictionary).
- Immersion Experts--Researchers in the Immersion field; Trainers, Immersion Program Planners, or writers who have planned, observed, and/or documented implementation of Immersion Programs; immersion educators who have published on the subject.
- International Baccalaureate (IB)--A rigorous international curriculum recognized by universities around the world; college credits are given for high school work.
- Standards--"A principle mutually agreed to by people engaged in a professional practice that, if met, will enhance the quality and fairness of that professional practice"...[such as] "Programs: Educational activities that are provided on a continuing basis. ..." (The Program Evaluation Standards, 1994, p. 2).
- Project--"Educational activities that are provided for a defined period of time. Examples include...a three day workshop...or a two-year...development effort..." (The Program Evaluation Standards, p. 3).

- Grounded theory--characterized as “the constant comparative method of analysis and coding, which can lead to generalizations and stated principles about a phenomenon.” (Glaser and Strauss, 1987, pp. 53-107).
- The Delphi-Method of interviewing was a structured communication method in helping to obtain consensus on complex and multifaceted issues. The interviewee continually confirms what the persons in the group agree to, and summarizes the major points for prediction or consensus (Linstone and Turoff, 1975).

Limitations of the Study

The following limitations for this study were identified:

There were limited empirical studies for high school foreign language immersion programs (FLI). Because of this limitation, there were few nationally published documents that identified high school FLI standards, goals, and objectives. Therefore, this researcher’s basic assumptions, experiences in developing a high school FLI model, and two years of discussing immersion issues at conferences, guided the questions in the interviews with experts.

In many high school FLI programs there were limited written guidelines, only theoretical concepts borrowed from those programs in the US. that have been modified to fit the needs of specific high school schedules (focus groups of National Network for Early Language Learning--NNELL (ACTFL, 1996). Therefore, this pool of information on guidelines and standards was dependent upon the participants’ return of the questionnaire. Several follow-up procedures were planned, hoping to receive a 90% return of questionnaires.

Basic Assumptions

The following basic assumptions were made regarding this study:

- In general, regular foreign language immersion programs in the U.S., grades K-6, fall under two models: Full and Partial. They are evaluated and generally

supported by administrators and parents. However, middle and high school programs face difficulty because of high school requirements, State mandates, scheduling problems, lack of student interest in taking more than two classes back to back. Therefore, this researcher hypothesizes that there will be no more than two or three classes conducted in the second language back to back in high school FLI programs.

- The experts in the field of FLI will be supportive of the proposed study.
- The planners and coordinators in high school FLI will have clear Program goals and will know about the five National Goals of the “Standards for Foreign Language Learning.”
- The results of this study will provide additional information for the databases of national language resource centers.

Theoretical Bases

The theoretical principles of immersion can be traced to sociolinguistics and sociocultural beliefs. There were socioeconomic concerns of parents for their children in Canada that led to the development of an immersion program in St. Lambert. English-speaking parents recognized the advantages of speaking French in French-speaking Canada and that their sons and daughters would have equal opportunity for jobs if they could communicate proficiently in the official language (Genesee, 1987).

The importance of social interaction has been supported by theorists from one decade to another. Vygotsky’s (as cited in Wertsch, 1985) theory supports the belief that students learn by using social and cultural activities to enhance their knowledge of content. He believed that functional aspects of a child’s development appeared in a social setting and internalized within the child for transferable meaning. Genesee (1987) wrote two chapters on “Socio-Psychological Studies of Immersion,” and “Sociocultural Perspectives of Bilingual Education.” Swain and Tarone (1995) documented the importance of social interaction in learning a second language by observing interaction in

the classroom and its impact on performance. Many of the qualitative studies on immersion have been directly or indirectly related to sociolinguistic theories.

Chapter Summary

Chapter I provided a framework and introduction to the study. The limited studies on high school immersion, and the lack of national guidelines in planning high school immersion models led to the two research questions. Those questions asked about criteria for national guidelines and commonalities in immersion high school programs. It was assumed that the immersion profession will embrace the findings in this research and will consider some of the results for future study.

CHAPTER II

Review of Related Literature

The review of literature was explored through three perspectives: 1) historical, 2) current views on Immersion, and 3) the adolescents who were enrolled in secondary immersion programs in the United States. Since the first U.S. immersion program (Culver City, CA) was modeled after the Canadian model (Genesee, 1987), it was logical to begin the historical account of the beginning of immersion in Canada. The focus of the review included the historical perspective on elementary immersion programs in Canada and in the United States. In addition, a perspective was reported on middle school immersion which was the important rung in the hierarchy for high school immersion programs. It was important to mention that the directory of immersion programs reported 165 elementary and only 57 middle school immersion programs (Rhodes, 1997). The researcher examined the middle school-aged learner as an important link in middle school immersion and the continuity programs in high schools. The literature revealed a small number of qualitative studies on the middle school immersion programs in the United States and even a smaller number of studies as it related to high schools. The focus of those studies in the review was based on instructional strategies, current trends and guidelines for continuing immersion programs from elementary to middle school (Garcia, Lorenz, and Robinson, 1995).

The researcher's intent was to document studies on high school immersion programs in the United States. If immersion programs in middle and high schools had been evaluated and the results published, the data would allow immersion program planners to improve models and to establish guidelines. Even though the number of studies reviewed by the researcher was small, the researcher could see evidence of a growing number of evaluations, studies, papers, published and non-published, on the topic of immersion education in U.S. secondary schools, (Center for Advanced Research on Language Acquisition--CARLA, 1995, 1996, 1997; National Capitol Language

Resource Center--NCLRC, 1995, 1996, 1997, 1998; Chamot and El Dinary (1994); Heitzman, (1994); Garcia et al. (1995), and Center for Applied Linguistics--CAL, 1995, 1997, 1998). Therefore, the review of this literature included three sections: Historical Perspectives, Adolescents and Connecting Views on Immersion Education, and Current Perspectives. These three sections provided a framework of reference for looking at high school immersion. Most students who entered high school immersion programs were in middle school programs. Yet, the number of documented high school immersion programs in the United States (U.S.) remains small (Rhodes, 1997).

There were 20 high school immersion programs in the U.S. listed in the literature; however, the literature study did not describe these high school immersion programs. The Directory of Immersion Programs listed where these high school immersion programs were located, the languages taught and the contact persons (Rhodes, 1997). Since the Directory did not reveal the objectives of the programs and features of the 20 high schools with immersion, this writer developed a research instrument that would help collect these data (Appendix D). The continuity process of immersion from elementary to middle school allows high school immersion to exist; therefore, the researcher reviewed the historical backgrounds of immersion programs in Canada and the beginning of immersion in the United States (Genesee, 1987). In reviewing the related literature to support the study, the researcher reported on adolescents and their style of learning, their attitudes about continuing immersion from middle to high school and what instructional practices were successful with the middle school learners that could strengthen existing high school programs. The broad view of the middle school learner, the continuation of immersion in middle schools in the United States and high school model type provided a framework for the historical review of adolescents in secondary immersion settings in the U.S. In the literature review, several surveys supported the belief that methodology and motivational strategies were important in the middle school immersion programs (Garcia et al., 1995).

Three high school models were reported with their course objectives, guidelines and content.

In the third section, current perspectives were discussed by examining the National Goals and Standards for Foreign Language Study (1996), changing views on immersion education, two-way immersion, and technology in immersion classrooms.

Historical Perspective

Immersion programs have been a special kind of foreign language program in the United States. They allowed teachers to implement a regular school curriculum through a second language. Students learned math, social studies, science, and reading techniques through languages such as Spanish, French, Japanese, German, and Chinese. Usually, students began the immersion experiences in Kindergarten or grade one and continued through middle school and high school in programs called Continuity programs. The Center for Applied Linguistics reported in 1997 that there were 242 schools with immersion programs in 28 U.S. states plus the District of Columbia (Rhodes, 1997). In addition, the Department of Defense offered immersion programs in eight different countries (Rhodes, 1997). The eight countries were Japan, Germany, Italy, Korea, Panama, Cuba, Spain and Turkey.

According to Johnson and Swain (1997), immersion can be “legitimately” applied to programs that existed after the fall of the Roman Empire. They mentioned that Latin was the L2 medium of instruction in secular schools in Europe when the L1 was not Latin. Their point was to inform their readers that using a foreign language was not a new concept when the Canadians began immersion in Quebec.

Canadian History of Immersion

According to Fred Genesee (1987), immersion programs developed in Canada because of “sociolinguistic-political events” in Quebec and in New Brunswick, where French was an official language.

In a small community called St. Lambert, near Montreal, Canada, a group of parents was disturbed that although the official language of Quebec was French, their English speaking children had little fluency in French. If their children were to have equal opportunities for jobs in Quebec and access to the universities, they would need to be proficient in speaking French. The standard language programs were not developing bilingualism, and English-speaking parents were demanding assistance in changing this practice. They asked for advice from experts on second language development and found support from Dr. Wallace Lambert, a researcher on “social psychological and cognitive aspects” of bilingualism, and Dr. Wilder Penfield of the Montreal Neurological Institute at McGill University. Penfield (as cited in Genesee, 1987) had conducted research on brain mechanisms underlying language functions (p. 10). Lambert and Penfield had a plan; they took their knowledge of second language acquisition and the enthusiasm of parents and brought a new experimental idea to the community. The plan was to start an immersion class with a group of kindergarten students; in September 1965, the Board of Education agreed to support the plan for one year. The program was successful and other communities began implementing immersion programs with the same degree of success. English-speaking students were speaking French with fluency after two years, learning English, and doing as well on standardized tests as their counterparts who did not have the immersion classes (pp. 44-48).

Foreign language educators and immersion parents have asked the question, “What is the difference between immersion and bilingual education?” (PGCPS-ALL (1995). In a bilingual program, the minority language students were children whose native language was not English. English became their second language. The majority language students spoke English (L1); and when their medium of instruction was through a second language (L2), that program was called immersion. Immersion programs are a form of bilingual education (Genesee, 1987).

Bilingual education for non-English speakers was a target of debate for over 25 years. The concern has been how to educate Spanish-speaking and Asian students who have immigrated to the United States (Tinajero, 1998).

In the 1970s bilingual studies tended to focus on the students and whether the language was used in home, school, or the neighborhood. Several descriptive programs were initiated which caused confusion in states such as California. There were 10 or more program types describing how best the L1 should be used and how to introduce the L2--English (Mackey, 1972). Ten goals were later identified for bilingual programs which addressed the social domain and the pedagogical aspects of bilingual education. They were 1) to assimilate groups into society, 2) to unify the multiethnic and multilingual groups, 3) to teach students how to communicate with others outside their environment 4) to have economic advantages, 5) to maintain heritage language 6) to improve relationships among those who are politically and socially divided, 7) to expand national languages, 8) to enrich education of the political ruling parties, 9) to recognize languages of the various diverse groups, 10) to provide better pedagogical methodology and a stronger appreciation for cultural diversity (Ferguson, Houghton, and Wells, 1977). These 10 goals were broad and allowed program planners to select goals that were appropriate for their districts. It was within the context of those goals and other bilingual studies (Lambert and Tucker, 1972; Melikoff, 1972; Genesee, 1987 and Lambert) that immersion planners could develop programs in Canada and later the United States.

Johnson and Swain (1997) wrote that immersion is "a category within bilingual education" (p. 1). They described eight features of the "prototypical" immersion program." They stated:

1. The L2 is a medium of instruction...
2. The immersion curriculum parallels the local L1 curriculum...
3. Overt support exists for the L1...
4. The program aims for additive bilingualism...

5. Exposure to the L2 is largely confined to the classroom...
6. Students enter with similar and limited levels of L2 proficiency...
7. The teachers are bilingual...
8. The classroom culture is that of the local L1 community (pp. 7-8).

Even though Johnson and Swain (1997) developed eight features that distinguish a prototypical immersion from other types of immersion programs, their definition of this prototypical program was similar to the definition of the term, immersion, by Genesee (1987). The three researchers defined the term as a program that used the second language as a medium of instruction.

There were various models of immersion known as early total immersion, mid-immersion and late immersion. In early total immersion, all school subjects were taught in grades K-2. English was introduced in grade 2, and other subjects were taught in English in subsequent years. In mid-immersion, students began learning through the second language in grade 4 or 5; in late immersion, students did not start until grade 6 or 7 (Johnson and Swain, 1997). The original immersion model in Canada required schools to teach the entire curriculum in French in grades K-3 and then gradually add English (Genesee, 1987).

United States Beginning of Immersion

There were political differences in the Canadian programs and the United States models. In the U.S. programs, which started in 1971 in Culver City, California, immersion programs became academic options for parents who wanted their children to be bilingual and to understand and appreciate other cultures (Genesee, 1987). In the mid-80s, immersion programs offered school boards options as they looked for solutions to help with integration in public schools (NADSFL, 1995; Genesee). In U.S. programs, very few research studies were conducted to show the progression of students who had been in elementary immersion programs, and to document what happened to them after elementary immersion.

Genesee (1987) reported on assessments that were conducted on elementary immersion in the Culver City program in 1974, the Montgomery County, Maryland Program in 1976, and the Cincinnati Immersion Project in 1987. In all of these programs, students scored as well as their counterparts who were not in immersion classes (Genesee).

There were several documented studies on elementary immersion programs in the United States since the studies from above (CARLA, 1997; NCLRA, 1998; ERIC, 1997; Language Acquisition Resource Center--LARC, San Diego State University, and CAL, Washington, D.C.) These national resource centers conducted research, documented studies, disseminated reports, and held seminars on immersion issues related to K-12 schools in the United States. Most of these studies and reports were carried out in K-8 schools. According to Fortune and Jorstad (1996), serious studies were lacking about the components of immersion programs in U.S. schools.

Young children were excited about their experiences in immersion programs as documented in Fortune and Jorstad (1996), U.S. Survey, and in Genesee, 1987). However, studies in Canada showed that students left the program after elementary school and returned to the regular curriculum taught entirely in English (Lewis and Shapson, 1989). This phenomenon appeared to be consistent in both Canada and the United States (PGCPS-ALL, 1995). In order to understand why there were so few high school immersion programs and sometimes no guidelines for immersion beyond elementary, was to understand the transition from elementary to middle school and from middle to high school. In a national survey on "U.S Immersion Programs..." Fortune and Jorstad brought old issues to a new level of discussion. They stated: "Immersion schools can benefit by learning from each other and sharing solutions to problems, such as material and staff development resources" (p. 163).

Immersion programs grew from 1971-1998 in the United States, Fortune and Jorstad's (1996) survey enlightened readers on a multitude of topics, such as key components of U.S. immersion programs, summary descriptions of Immersion schools, (66 elementary, 35 middle and 2 high schools), demographics, methodology, instructional practices, assessment and other topics. Fortune and Jorstad reported that:

- All 34 middle schools were a continuation of elementary immersion programs
- 19 of the middle schools had instruction in the target language for 2 to 3 classes per day
- 10 middle schools offered 1 class per day
- 5 middle schools offered 4 hours per day (p. 167-168)

Garcia et al. (1995) in the chapter "Reflections on Implementing Middle School Immersion Programs: Issues, Strategies, and Research," addressed the issue of "continuation and attrition." Their views were based on Canadian and U.S. respondents. They reported that enrollment in immersion middle schools in Canada were "eight times larger than those in the United States." However, both countries showed a decline in immersion enrollment "by the end of grade 8" (p. 52). The authors did not report reasons why students left the program in U.S. middle schools, but quoted documented studies on why Canadian students transferred out of secondary immersion programs. The authors reported that in 1994 they mailed a survey to 82 school districts in the U.S., and 32 responded. Seventeen (17) of those 32 districts reported having a middle school immersion program and 7 more stated they had plans for the continuation of the program (p. 38). Since that report, the Center for Applied Linguistics has reported additional middle schools with immersion programs. Even though middle schools have been increasing, the percentage of middle schools in comparison to elementary schools with immersion still remains low.

Adolescents and Connecting Views on Immersion Education

Lewis and Shapson (1989) conducted a study of middle school students to find out why students do not continue immersion programs in secondary schools. They summarized in their article that attrition occurred because students were tired of more of the same and little opportunity to use their French in meaningful ways outside of the classroom; difficulty with the course content (which tended to be literature) and interest in taking other electives. Lewis and Shapson's points reflected similar findings that Swain and Tarone (1995) cited in their study.

In the review of literature of middle and high school immersion, two themes appeared in several of the research studies as well as in professional articles and discussions on the topic. These themes were adolescent attitudes and language in secondary immersion programs (Garcia et al., 1995; Swain and Tarone, 1995).

Met (1995) has stated that the profession should address appropriate instructional practices in the middle school, if educators hope to realize long sequences in future years.

Attitude and Language of Immersion Students

Swain and Tarone (1995) cited evidence of attitudes among immersion students that were different from the general population of students.

The data indicated that immersion students tended to use a special language and controlled vocabulary in their L2 language with friends in upper elementary and middle school immersion classrooms. Swain and Tarone (1995) decided to investigate this phenomenon through informal observations, interviews, reports, and several studies that were currently unpublished. Their findings indicated that the word "diglossic" (pp. 166-167) described the social interaction that occurred at higher grades 5-8 in immersion. The L2 was used for academics and the L1 with friends. The author indicated that adolescents and preadolescents were extremely concerned with their social standing among peers. Therefore, a certain language was used with peers that immersion teachers did not teach.

Since students did not know the slang or common vernacular for the interlanguage, they used what they knew, which was their L1.

Swain and Tarone (1995) believed that immersion students used L1 when they wanted to talk in “teen-talk.” Teen-talk was not a component of most academic classrooms. Since students used an L2 to discuss math and social studies they did not have the needed vernacular language to discuss boys, girls, their music, or their feelings. They called their observations sociolinguistic because social situations guided the kind of language students used. Since students enjoyed socializing at school, it became imperative that social interaction should become a part of the methodology in immersion classes. The author believed that students preferred to express their thoughts and feelings using language that teens tended to use (pp. 167-170).

In U.S. immersion programs, Fortune and Jorstad (1996) reported that 49 of 84 respondents to a questionnaire indicated that students used mostly English when talking with one another in a social context outside of the classroom.

Teachers in middle schools noticed that students in immersion classes communicated in English more frequently than when they were in elementary grades (PGCPS-ALL, 1995). Researchers have conducted studies on contextualized language versus decontextualized communication (Hakuta, 1986; Snow, 1984; Cummins, 1980). Contextualized language referred to normal communication in social interaction in which one controlled the skills necessary to carry out the functions. Decontextualized languages referred to correct speech. Many times adolescents in middle school immersion did not possess the vocabulary necessary to carry out the function in the L2; therefore, communicated in their L1 to convey the adolescent “teen talk.” The phenomenon was observed by the immersion coordinator who was interviewed in the pilot interview.

Instructional Practices

Human growth and development research emphasized the differences between mid-adolescence and late adolescent moods and attitudes. A few of the studies in the

literature focused on the middle school-aged learners, their attitudes, and responses, but very few compared middle and high school learners in immersion classrooms. Therefore, this researcher looked at the literature on mid-adolescence, 11-14 year old learners which helped to frame the research questions in this study. The references in the literature and in the research question referred to planning instructional practices and planning program projects (Garcia et al., 1995; Swain and Tarone, 1995; Fortune and Jorstad, 1996; Lewis and Shapson, 1989).

The literature indicated that when teachers used a variety of strategies to elicit responses from students, their attitudes were positive. Music, role-playing, and cooperative group structures were just a few of the varied activities that were characteristically effective in producing positive learning behaviors among 11-14 year-old adolescents. Fortune and Jorstad (1996) reported that 95% of the 74 responding schools were currently using [cooperative groups] (pp. 174-175). Supporting information for group dynamics appeared in a document published by the Maryland State Department of Education (MSDE, 1990). The document advocated small groups and cooperative learning for adolescents. These small groups allowed students to practice language among their peers before responding in front of the entire class. The small groups provided students a forum in which they could integrate expressions that adolescents would like to use when speaking to their peers. According to the MSDE, "Cooperative learning was a highly effective instructional strategy...[which] aided students in the socialization process so important at the middle school level" (p. 25) which often helped in the transition to high school. Garcia et al. also advocated "opportunities for meaningful communication" for middle school students in an immersion classroom (p. 54).

In their study, Gunderson and Johnson (1980) also discussed how students were motivated to speak when placed in groups of two to three, more often than in large groups of five to six. Nerenz (1990) noted that adolescents wanted to belong to a group. They

were often shy about expanding their responses to open questions and to answer in front of the class. Yet, in paired or small group activities, they were highly motivated.

Middle School Immersion Data

The focus on adolescent behavior was important to understand because it helped in comprehending why so few students were in middle school immersion compared to elementary immersion. The previous sections in the review of literature provided a historical framework in understanding immersion, adolescents, and instructional practices that appealed to them. Garcia et al. wrote about “the effectiveness and relevant appeal of middle school programs for students aged 11 through 14 years of age” (p. 48). They wrote about the difficulties of scheduling immersion classes and providing meaningful instruction in middle schools. Some begin at various grade levels in the U.S. between grade 5 and grade 7.

Met and Lorenz (1997) wrote about the difficulties in maintaining students from elementary immersion into middle school. They expressed concerns about attrition and some of the reason it occurs. Their view is that the number of students who continue depends on many factors. If one group of students began in Kindergarten or grade 1, a program has probably lost one or two students due to relocation of parents or other reasons. When students enter middle schools, immersion students should be grouped together because their oral proficiency in the language generally surpasses students who may have been in other foreign language classes in the elementary school for short periods of time, or students who may not have had second language skills at all. The combination of several factors means a small group for middle school immersion if additional students have left the program to enter other specialty programs. When administrators have been faced with small classes, Met and Lorenz have stated that they “loathe to maintain immersion students as an identifiable, unitary group within the mainstream” (p. 252).

Fortune and Jorstad (1996) reported that of 34 middle schools in their study, in grade 8, 17 schools responded to the question on the amount of target language instruction. One school offered students four hours of instruction in the target language, 10 offered one to two hours, and six provided somewhere between two and four hours of instruction (p. 167).

In the review of middle school immersion in the U.S., only two published comprehensive studies could be documented, Fortune and Jorstad (1996), and Garcia et al., 1995. There were several articles but little research in an American school setting to support opinions. There was a growing number of evaluation studies of individual districts that cite middle school immersion programs (CAL, 1992-1996; California State Department of Education; Council for the Development of French in Louisiana (CODOFL); Met and Lorenz, 1997; CARLA; NCFLC; ERIC, 1995-1998). There were several Canadian research studies on immersion in middle schools (Lapkin, Sharon et al., 1991; Lapkin, Hart, and Swain, 1991; McVey, Bonyun, Dicks, and Dionne, 1998). However, as cited by Dicks (1992), there is a large problem with terminology for the various middle school models in Canada. They represented different types of programs. Some were late immersion, just beginning in grade 4, or in grade 5; some programs were bilingual 50/50, while other programs were “semi-intensive programs of French instruction ... “ (p. 600).

High School Immersion Data

In the review of literature, even fewer studies were cited for high school immersion programs. The same problems that existed in middle school immersion presented even more problems at the high school due to graduation requirements. There were also logistical problems in scheduling immersion groups in high schools for two to three periods back-to-back. There were conflicts with advanced classes, mandated courses, single courses and concern about “more of the same” in terms of traditional teaching (NADSFL, 1995). Fortune and Jorstad (1996) reported that the two high

schools that responded to their survey offered honor classes at level IV of the second language. They mentioned that some high schools offered the International Baccalaureate (p. 168).

The International Baccalaureate (IB) is an intensive academic program that appeals to students. Since students receive college credits for IB, their attitudes toward immersion are basically positive (International Baccalaureate, 1993). Foreign language IB programs have been organized in two groups; they are Language A1: literature course for native speakers and Language A2: Language or literature course for highly proficient students or immersion students. There were two other language types known as Language B and Ab initio. The Language B type enrolled students who studied foreign language three to four years before beginning an IB course. The Ab initio was a course for beginning level students who did not have foreign language before IB. These students could not obtain an IB diploma. They qualified for the certificate known as the Subsidiary IB Certificate (IB, 1993). In groups A1 and A2, there were two levels, Higher and Subsidiary. Higher has been for native speakers or immersion students and Subsidiary for regular foreign language courses known as level V, VI, or VII. The IB courses have been recognized by universities around the world. The curriculum has an international focus such as world cultures, human rights, environmental issues, and health. Instead of studying one literary work, students may be asked to look at themes from three different authors. These themes could be social injustice, the media, or influences in technology. The IB program has been an option for immersion students because of the emphasis on literature, language, and advanced studies.

In 1995, a focus group researching immersion education at CARLA, joined the Minnesota Council on the Teaching of Foreign Languages and organized a conference. The purpose of this conference was defined in its title, "Research and Practice in Immersion Education: Looking Back and Looking Forward." It was a continuation of initiatives in immersion education that had begun with similar conferences sponsored by

ALL (1983). At the 1995 CARLA Conference, the goals focused on research studies from the past, current issues, and future directions and research, policy, planning, reporting data, providing effective pedagogical practices and assessment. One of the topics for discussion was “Continuing immersion education for middle and high schools (Klee, Lynch and Tarone, 1998). The results of the presentation allowed immersion educators the opportunity to discuss issues and problems in implementing high school immersion programs. Previous Canadian research was cited.

Lewis and Shapson (1989) reported in a Canadian article titled, appropriately, “Secondary French Immersion: A Study of Students Who Leave the Program,” several reasons why students left and why they stayed. They gave an open-ended questionnaire to students who had transferred out of an immersion school; this was a pilot study. The results from the questionnaire, along with the groups’ discussions led to the development of the final survey. They had two groups in their formal research study--8 transfer students and 128 students who were still in immersion. They were seeking information from the two groups on the following research questions:

1. What is the rate of transfer from secondary immersion programs?
2. What are the opinions and attitudes of students who transfer from secondary immersion?
3. How may we compare and contrast the attitude and opinion of the transfer students with those who remain in the immersion program (pp. 540-541)?”

The results of the study (Lewis and Shapson, 1989) were:

1. Over 35% of immersion students left the program within a two-year span of time, either in or after grade 9.
2. Eighty-five (85)% of students who transferred out of the program indicated they stayed in the program earlier because of future job opportunities.
3. Students who transferred out cited dissatisfaction with the quality of program choice and teachers (p. 542).

In the present literature search, this researcher found that although middle and high school immersion programs were mentioned, little documentation was presented to highlight national models. However, three school systems have described their programs, and they have reflected systematic planning. These models were a Public High School immersion model in Maryland and a Public High School immersion model in Virginia. Two of the models have presented their program design at the ACTFL Conference. Detailed information on each program is in the appendices of this document.

A model in Maryland, a K-12 concept, was described in the American Council on Immersion Education Newsletter (ACIE, 1998). The middle school program had courses back-to-back; one was social studies, and the other was French language arts. Students had the opportunity to study a third language, which was either Spanish, Japanese, or Russian. In high school, students enrolled in two courses, back-to-back in the target language. One course focused on French Life, literature and Civilization, while the other course focused solely on literature. An Exchange Program with France was part of the program.

Another immersion model in Virginia did not have a K-8 program; immersion began in grade 9 and continued through grade 12. An intensive summer program was required the summer preceding the grade 9 course. Students were immersed in French or Spanish to prepare them for the grade 9 program. Three courses were back-to-back, math, health, target language in grade 9; math, international marketing, immersion, global studies were in grade 10; immersion Spanish or French, immersion humanities were in grade 11; and Immersion French, Spanish and field experience were in grade 12.

Recent conference proceedings and publications in the literature included two different reports on high school immersion programs in the U.S. A preliminary report was given on a study (Met, Lorenz, Larson, Gross and Aulick, 1998) at the 1998 ACTFL conference. This report will be officially released in the future; therefore, the details were not presented in this study. This report was important because it documented a

longitudinal approach to the effectiveness of immersion participation on grade 12 students. The study attempted to answer three questions:

1. Do students who participated in an early French immersion program, where English reading is not introduced until grade 5, demonstrate any evidence of detrimental effects on their high school English achievement?
2. Did students in the French immersion program receive sufficiently rigorous academic preparation in the school curriculum to allow for success in high school in these subjects?
3. How does the French language proficiency of grade 12 former immersion students compare with that of 3 comparison groups (the adult-educated native speaker, grade 12 immersion students in Canada, advanced level non-immersion high school learners of French)?

The French proficiency of students who had been in a K-5 immersion program and were now in grade 12 was compared to three different groups. These groups were the adult-educated native speaker, grade 12 immersion students in Canada, advanced level non-immersion high school learners of French. The academic test scores were reported for grades 3, 5, and 8. In addition, the mean and standard deviations were listed for all students in the groups in regards to performance indicators. These indicators included grade point average, Advanced Placement scores, Honors courses, SATs and other measures of academic success. The French Immersion Graduates in grade 12 were given questionnaires (Met et al., 1998). Even though this was a preliminary review of the study, it was the type of data requested by immersion educators and administrators in support of secondary immersion programs.

The second report is contained in the new publication, Critical Issues in Early Second Language Learning. Singer and Zaunbrecher (1998) authored a chapter on articulation, and chronicled the K-12 Planning, implementation, articulation, and assessment of immersion programs in Louisiana. It was one of a few documented reports

on elementary, middle, and high school immersion in the U.S. Singer and Zaunbrecher (1998) mentioned that immersion students were required to complete projects that were labeled, “Skills Usage” components. They translated or created brochures for businesses and tourist centers. These instructional activities connected students to the community (Standard 5) and gave them a real purpose for writing in French.

Current Perspectives on Immersion Education

Current perspectives on immersion have been the topic of an ongoing discussion by experts in the field of immersion education. The topics have included: How to integrate National Standards in the curriculum for immersion students, What is the best way to assess the oral proficiency of immersion students; How can technology enhance immersion instruction.

The literature revealed that even though there were few studies on middle and high school immersion before 1998, that there were new studies in 1998 that were ongoing and were continuing to yield research findings. Several of the National Resource Centers and, especially CARLA, have continued to conduct research, collect survey data, and present Summer Institutes on Immersion Education. CARLA established a network for Immersion Education in 1997 which disseminated published papers, news reviews, research findings, a newsletter and a listserv for Language Immersion in the Americas (CARLA Review 1997-1998).

Technology in Foreign Languages/Immersion Classrooms

The current perspectives for immersion education include the use of technology to improve communication, to collaborate, and to disseminate research information. A new organization called “American Council on Immersion Education” supports the listserv for immersion in the Americas. The new technology focus for immersion programs allowed researchers and educators the opportunity to exchange ideas and to become familiar with current issues on elementary and secondary immersion programs.

Immersion educators have discussed that E-mail contacts and other forms of technology have become an effective tool in immersion classrooms (NADSFL, 1995). Students have E-mailed other immersion students and have participated in teleconferencing in several of the immersion high schools listed in the literature. The Language Acquisition Resource Center in San Diego has focused on exploration of emerging technologies and new strategies for learning (LARC, 1998). These are new opportunities for immersion high schools to interact with the center for future projects.

National Foreign Language Goals and Standards

In 1996, ACTFL led the profession by collaborating with major foreign language organizations and developing K-12 Standards. There were eleven standards and five National Goals. Each of the Goals was headed by one word which began with the letter “C” and focused on the meaning of language and communication in a pluralistic society. These Goals were 1) Communication, 2) Cultures, 3) Connections, 4) Comparisons, and 5) Communities (see Appendix K). National Standards were based on research in which second-language acquisition, Goals, and competency-based teaching were the context of discussions in developing the document (ACTFL, 1996). Second-Language Acquisition goals have also been one of the guiding principles in immersion programs (Genesee, 1987). The five Goals and eleven Standards encompass many of the defining characteristics of immersion programs as presented by Genesee. However, only a few National Resource Centers in the U.S. have connected National Standards with immersion education--CARLA (1998) and NCFLRC (1998) have been two. It is a current perspective for study, discussion, and Special Interest Groups.

Special Interest Groups (SIG) are individuals who agree to meet and discuss a topic of mutual interest. These foreign language groups meet at ACTFL once a year and again in smaller groups at regional foreign language conferences. The SIGs vary from early language learning, to research groups, to a focus on students in schools--Latinos and African Americans. Even in communities, parents and educators with common

interests have combined their interests to change program types. In immersion education, these additional types have been full immersion, partial, late, and over the last ten years, two-way immersion.

Two-Way Immersion/Dual Language

The two-way immersion model is another perspective on immersion. The two-way immersion program combined two different native-speaking groups into a single class and taught through both of the languages. According to (Rhodes in Johnson and Swain, 1997), these programs received valuable resources in the rich cultural diversity of the children in the groups. The purpose of this type of group was to provide an environment in which both groups acquired “literacy and other academic skills in their native language” (p. 265), in addition to learning English. These programs have had variations in their division of time on task for content. Sometimes, two-way immersion have focused the instruction on a 50/50 day, a 60/40, or a 70/30 range of time. This selection of time determined to what degree one language received more time over the other. A program often cited in the literature which represents the two-way concept is “The Key School.”

The Key School is in Arlington, Virginia, and has a Spanish-English program. The goals of the program are “academic and linguistic” for language-minority and language-majority students. Language-minority students would maintain and develop their heritage language of Spanish while learning English; language-majority students would maintain and develop their skills in their heritage language of English while learning Spanish. The program at Key began in 1986 and has been successful. Similar programs have been developed throughout the U.S. There were 180 schools in 1995 and even more in 1998 (Rhodes in Johnson and Swain, 1997).

Chapter Summary

The review of literature focused on three perspectives: historical, adolescents and connecting views on immersion, and current views on immersion. The historical view

included historical accounts of immersion in Canada and the United States. The second focus centered on adolescents and middle schools with immersion programs, since it was the continuity into the high school immersion programs. The historical perspective was organized into subtitles. These sections were: “Attitude and Language of Immersion Students,” “Instructional Practices,” and “Middle and High School Information.” The current perspective focused on two models, one that was K-12 and the second model, 9-12. The current perspective included the use of technology in communication, dissemination of immersion information via technology, National Standards, and variations on immersion titled, Two-Way Immersion.

CHAPTER III

Methodology

Introduction

The purpose of this study was to identify commonalities in program standards, objectives, instructional practices and projects in existing high school foreign language immersion (FLI) programs in the United States. The 20 high schools with immersion Programs were sent questionnaires. These 20 programs were identified by the Center for Applied Linguistics in Washington, D.C. as having continuity from middle school to high school (Rhodes, 1997). The researcher also sent the questionnaire to a 21st school that was not identified as having a continuity immersion program. This institution had a high school immersion program that began in grade 9 (Appendix I). In addition, the researcher identified and interviewed 20 immersion experts. The purpose of the interviews was to arrive at consensus from experts regarding what a high school immersion prototype should look like; what should the guidelines include? It was important for the researcher to obtain a frame of reference based on the opinions of immersion experts in order to report what they advocated and what actually happened in immersion high schools. Once these data were collected, the various components were summarized, categorized and interpreted. In Chapter V, the interpretations were discussed, and the findings were analyzed for implications in identifying guidelines and characteristics of future high school immersion programs.

Research Design

Population

The population of this study consisted of experts in the field of immersion education, and 20 high schools identified in the 1997 Directory of Immersion Programs in the U.S. For each high school that is identified, there was a contact person. The contact person was asked to complete and return a questionnaire, which translated into the core of the data needed in the research study. Through the Delphi interview techniques, experts

ultimately provided a framework for establishing guidelines in implementing high school immersion programs. The researcher summarized opinions from the Delphi interviews based on the consensus of responses from members of the group.

There were eight major topics identified by the researcher that should be considered when implementing an immersion high school program. These topics included Immersion standards, goals, program objectives, learner outcomes, instructional practices, contents, projects and assessment. These same topics were used in an official evaluation of a middle school immersion program by the Center for Applied Linguistics (Appendix J). In addition, the terms, standards, goals, objectives, instructional practices and assessment were identified by experts on program development and evaluation as essential components of an effective program (Appendix A--Accuracy Standards).

Instrumentation

The research instruments that were used to answer the key questions of the research study were implemented in stages. The stages included the following development outcomes:

Stage One: The researcher attended workshops and symposia for two years at which she collected opinions from focus groups on middle and high school immersion programs. Field notes were used in developing an immersion high school model (Appendix G).

Stage Two: The researcher reviewed the accuracy standards for Program Evaluations to find essential topics that should be used in program assessment. Employing sound pedagogical practice, since these topics were used in program assessment, the researcher concluded that they should also be used in program development (Appendix A). These topics, combined with topics from focus groups mentioned above, provided the first instrument that would be used in the Pilot Interview. The instrument consisted of four interview questions. (See next page.)

1. Are there national guidelines for immersion programs?
2. Is anyone keeping a database of what courses are being offered in middle school immersion?
3. What kinds of courses should be offered in immersion high school programs?
4. How do immersion programs and the National Standards relate to each other?

Stage Three: An Interview Questionnaire was crafted based on the responses from the pilot interview, the accuracy standards and the framework of questions from an evaluation of the Prince George's County Public Schools Immersion Program. The questionnaire was developed for the experts who would be interviewed in Delphi-Round Two. The same questions were asked as were in the Delphi-Round One; however, teachers were not given the questionnaire.

Stage Four: A response form was developed in order to code information from experts who represented program planners, authors of immersion books and articles, and researchers (Appendix C).

Stage Five: Results from the above Stages One-Three were used to craft the final questionnaire. This instrument consisted of 46 questions and statements (Appendix D) which allowed the researcher to code data for 15 of 20 high schools in the United States that have immersion programs. The descriptive statistics reflected values, frequency counts for each item, the percentage, the valid percentage and the cumulative percentage.

Development of the Questionnaire

The questionnaire which was sent to schools was developed from interviews, focus groups, field notes from immersion symposia and a pilot interview, and from two questions which emerged during a conference session conducted by the writer

(PGCPS--ALL, 1995). Sixteen program planners and coordinators of immersion programs throughout asked if there were national guidelines for immersion programs and, if anyone was keeping a database of courses offered in middle school immersion in the United States. The response to both of these questions was negative, therefore, limited information would be available on immersion programs at the secondary level.

The writer asked the two preliminary questions of researchers at the Center for Applied Linguistics in Washington, D.C. and at the Center for Advanced Research on Language Acquisition (CARLA, 1998). Researchers at both centers responded that there were no national guidelines. However, they said there was the beginning of a database for middle school immersion at CARLA (Fortune and Jorstad, 1996). Even though CARLA had a database with information on the type of courses that were offered in middle school immersion programs, only two high schools were listed in the database. It was this lack of information on high school immersion programs that led the researcher to add two questions to ask of focus groups between April 1996 and April 1998. The two questions were: "What kinds of courses should be in immersion high school programs?" and, "How do immersion programs and the National Standards relate to one another?" These two new questions were asked of immersion program planners, supervisors, and teachers at the meetings of the National Association of District Supervisors of Foreign Language (November 1996 and 1997). The same questions were asked at the "National Standards Familiarization Workshop" (Northeast Conference, 1997). The four questions were:

1. Are there national guidelines for immersion programs?
2. Is anyone keeping a database of courses being offered in middle school immersion?
3. What kinds of courses should be offered in immersion high school programs?
4. How do immersion programs and the National Standards relate to each other?

These four questions were the basis of the questionnaire which was developed in order to survey immersion high school programs in the United States. In 1995, the

researcher conducted a pilot interview using the four questions developed from the workshop (PGCPS--ALL, 1995) and the immersion educators (NADSFL, 1996 and 1997). The purpose of the interviews was to obtain reactions from immersion experts related to the four questions.

The first question, “Are there national guidelines for immersion programs?”, was asked of the interviewee who developed the first French immersion program in the United States. The researcher was interested in finding out the guidelines used by the interviewee, and how difficult it was to implement an immersion program in an American setting. Question three sought a response to what courses should be offered in high school immersion. The interviewee had taught elementary and middle school immersion, and was now coordinating a high school immersion program. She visited Canadian immersion programs and conducted a doctoral study on aspects of immersion pedagogy. This expert had a long history of beginning immersion components, developing instructional activities, monitoring teachers in immersion settings, interacting with immersion researchers in Canada and finally helping program planners develop a high school immersion model. Since this expert was unique among experts, the researcher expanded the pilot interview to include questions about attitudes of middle and high school immersion students regarding their continuing in the immersion program.

The pilot interview.

A pilot interview was conducted with the expert mentioned above because she had launched the first French Immersion program in the United States in 1971 in Montgomery County Public Schools, Maryland. This first French immersion teacher in the U.S. was now the high school immersion program coordinator for the Prince George’s County Public Schools in Maryland. Her unique status among all of the interviewees deemed it feasible and logical to begin the pilot interview in Maryland. The purpose of the “pilot” interview was to establish construct validity for the questions that would be asked of other experts in the field of Immersion.

The pilot interview began with the researcher explaining the significance of the four questions. For two years, special field notes from workshops on immersion and focus groups were kept by the researcher. These notes served as a basis for developing the four research questions for this study. The four questions were further developed based on discussions in workshops and in meetings at the Advocates for Language Learning Conference (ALL, 1996), the Northeast Conference on the Teaching of Languages (NECTFL, 1997 and 1998), and the American Council on the Teaching of Foreign Languages (ACTFL, 1996 and 1997). Ultimately, the “pilot” study interviewee gave a chronological history of her involvement in immersion education. The results of that interview are seen in Table 1 and the text, which follow.

Table 1Summary Response to Pilot Interview

Question	Response
1. Should there be guidelines for immersion Programs. If yes, why, if no, why not?	1. Absolutely. There should be standards and guidelines.
2. Do you know of a database where immersion information is kept?	2. I know only of immersion studies from the Center for Applied Linguistics in Washington, D.C. and Canada.
3. What kinds of courses should be in immersion high school programs?	3. There should be 2 to 3 courses offered back-to-back. The type of courses depends on the type of K-8 program.
4. How do immersion Programs relate to National Standards?	4. Everything in the National Standards relates to immersion, especially communication and culture standards. However, the Standards should have a specific section addressing Immersion.

The interviewee spoke extensively about immersion students and their attitudes in middle school and high school settings. She described behavior and articulated concerns about the socialization of adolescents in comparison to the behavior of children in elementary grades. She indicated that adolescents were concerned about dating, extracurricular activities, and did not always stay focused on using the second language in the immersion classroom. The interviewee agreed to respond to additional questions at a later time as follows.

Expanded interview questions.

1. How many months or years have you worked with middle school immersion?
2. What were the ages of your immersion middle school students?
3. What did you do with the students?
4. List two to three words that would characterize immersion middle school-aged learners' attitudes toward the following:

Descriptive Factor	Attitudes
a. Immersion	_____
b. Speaking French	_____
c. Speaking Spanish	_____
d. Using the 2nd language to chit-chat before and after class	_____
e. Continuing immersion in middle school	_____
f. Continuing immersion in high school	_____
g. Why do students wish to continue immersion?	_____
h. Why do students wish to discontinue immersion?	_____

The pilot interview led to the development of a more extensive list of questions to ask experts in the field of immersion education. The opinions of immersion experts were important since, as has been pointed out in this document, documented research on high school immersion is limited in the United States (Fortune and Jorstad, 1996). In order to document a consensus on questions which were asked about high school immersion, the Delphi-Method was used for interviewing the experts or for discerning the most important questions to ask concerning complex issues. The Delphi-Method is a technique accepted

by researchers in gathering information and consensus from experts through interviews (Linstone and Turoff, 1975).

The Delphi-Method.

The Delphi approach allows a small group or a large group to have one voice through consensus. It provides a group with the structure to discuss all pertinent information on a specific topic or to deal with complex issues. Structured communication makes the Delphi approach different from general discussion since the former requires feedback from the leader, assessment of the group judgment and consensus on the assessment (Linstone and Turoff, 1975). Since 1995, the application of the Delphi has spread to government, business, medicine, education, and other areas. However, the characteristics of the Delphi-Method in interviews throughout the 90's were similar to the original characteristics listed by Linstone and Turoff (see review of literature).

In this study, the researcher reviewed the literature on the Delphi-Method and decided to use three rounds of interviews with experts in immersion education. Summary information from each round was given in the form of questions to the next group in order to develop a common framework of reference for important features that might characterize high school immersion programs. The researcher was seeking consensus on essential questions in order to validate recommendations from the experts. The ensuing validation would lead to common Delphi-Method validated guidelines for implementing high school immersion programs.

There were three rounds of interviews. The purpose of the first round of questions was to see what similarities in responses would be found through asking the same questions used in the pilot interview. The researcher was investigating similarities in responses in order to help validate opinions used in summarizing views and identifying consistent concepts. Delphi-Round One consisted of three persons who had developed an immersion model which was different from the other 20 models identified in the list of immersion programs in the U.S. (CAL, 1995, 1997). These three interviewees' models

were similar to most high school immersion programs which consisted of two to three courses blocked together. Those involved with the unique high school immersion model did not have a prior elementary or middle school component before beginning the high school immersion program. The three Program developers were asked the same questions that had been asked of the one interviewee in the pilot interview. Their responses were similar to those in the pilot interview. However, this second set of interviewees expressed concern that immersion education was not promoting intensive immersion programs that begin in high school (Delphi-Round One). Their opinions were summarized in Chapter IV of this study. Their responses were similar to other experts who had discussed guidelines, Standards, databases, and special features in the 1995 ALL workshop (ALL, 1995). Therefore, the researcher recorded those similarities from the three experts in order to include their concerns on the final questionnaire that would be sent to schools. In Chapter IV, the researcher summarized the concerns and topics mentioned by the experts in the Delphi-Round One interviews.

The immersion educators contributed to the validity of the Delphi interviews since their opinions were valued because of their experiences and repertoire of data on immersion. Interviewees were from the University of Minnesota (where studies have been conducted on immersion education), The Center for Applied Linguistics (where researchers had already compiled data for the National Directory of Total and Partial Immersion Language Programs in U.S. Schools, 1985-1997), and the University of Wisconsin (where the author of one of the acclaimed texts on immersion programs was employed). The other experts, as mentioned previously, were coordinators from Montgomery County, MD Public Schools; Fairfax Public Schools, VA, which had immersion programs in French, Spanish and Japanese; Henrico County Public Schools, VA, (a school district which had a beginning high school immersion model); and Prince George's County Public Schools, MD, which had a national middle school model (CAL, 1997). However, at the time of this writing, none of these models had been described in

the literature. Experts were interviewed on guidelines that could be identified as criteria for future models for high school immersion. Questions were also asked about alignment with National Standards for planning high school immersion programs.

Concurrently, a questionnaire was mailed to all contact persons listed for high schools in the "1997 Immersion Directory." A series of questions was asked about each immersion program regarding the number of content courses taught in the foreign language, goals, content focus, standards, objectives, performance indicators, instructional methodology, assessment, projects, student Exchange Programs and international travel (PGCPS Evaluation, 1997).

In the second round of the Delphi-Method, documented as Delphi-Round Two, there were four experts present. These individuals represented the mid-Atlantic region (Maryland-Virginia) of the United States. In this region, there were experts who had been recognized nationally by ALL and CARLA. The purpose of Delphi-Round Two was to document expert opinions on issues similar to or the same as statements and questions in the final questionnaire to high schools with immersion programs. Ten topics were selected to frame the questions to experts in Delphi-Round Two. These topics were selected from the evaluation model used in evaluating the middle school immersion program in Prince George's County Public Schools in 1996-1997 (Adcock, 1997). These topics were also the same as the topics used in the questionnaire sent to the 20 high schools for this study (Appendix D). The four experts agreed as a group to discuss the ten questions developed by the researcher. The latter did not impose her views on the group and was constantly asking the participants if they agreed on the issues and, if not, why (Linstone and Turoff, 1975). The questions were open-ended and given to the experts as a questionnaire to guide their thoughts and responses. The responses were recorded on a special form (Appendix B-2). The form with their consensus is a part of this research (Chapter IV); however, their individual responses remained a part of the field notes kept by the researcher. The individual responses were not reported by virtue of the interview

agreement and the tenets of Delphi interviewing. The consensus was reported for only eight of ten questions. These interview questions were:

1. How would you define a standard for a High School (H.S.) Immersion Program?
2. What are the main foci of a strong academic program in an Immersion setting? Explain your response.
3. How do you define the various H.S. Immersion model types that exist in the U.S.?
4. What do you see as major objectives of a national H.S. Immersion model?
5. What instructional strategies and activities are essential to a successful H.S. Immersion model?
6. What instructional outcomes should be assessed in a H.S. immersion model?
7. Do you have any opinions on support systems and funding for H.S. Immersion Programs?
8. What projects and travel components should be included in a National Prototype Model?
9. What recommendations do you have which will maintain Immersion enrollment from Middle to High School?
10. What is your definition of an ideal high school Immersion Program?

Questions 7 and 9 were never asked in the Delphi-Round Two interview because of time constraints. Therefore, these questions were not included in Delphi-Round Three interviews. The third round of the Delphi interviews (Delphi-Round Three) included 2 researchers. They represented CARLA. In the Delphi-RoundThree interviews, one of the researchers had already conducted a national survey on K-12 immersion programs. The data from that study gave her insight into how teachers, students and administrators responded to the objectives of a structured immersion program (Fortune and Jorstad, 1996). The first researcher's opinion was valued because of her experiences in observing

immersion classes and conducting interviews on topics related to this study. In addition, it contributed positively to the validity of the results of Delphi-Round Three interviews. The second researcher had conducted a study on problems and issues that confront immersion teachers. Ultimately, interviews were conducted with other experts in the field of immersion education. In these latter interviews and in Delphi-Round Three interviews, the researcher asked the interviewees to list the “three most important features of a high school immersion model” (Appendix C).

In order to bring content validity and closure to the interviews, the researcher identified other experts from six regions in the United States. One individual was randomly selected from each of the regions with immersion programs to respond to the same question inquiry as that of experts in Delphi-Round Three: “What are three important characteristics of a high school immersion program?” The responses represented a broad spectrum of opinions from many experts around the United States. The findings from the three Delphi rounds and final interviews from the regions were summarized and categorized and appear in Chapter IV.

Interviews of experts from six regions of the United States.

The experts on immersion were determined by national organizations such as ALL, ACTFL, NNELL, regional organizations that included the Northeast Conference on the Teaching Of Foreign Languages (NCTFL) and the National Foreign Language Center (NFLC). CAL and CARLA had identified several of the experts for this researcher, as leaders in the field of immersion education because of their articles, development of immersion programs, training programs for immersion teachers or published documents on immersion. These two resource centers were the Center for Applied Linguistics in Washington, D.C., and the Center for Advanced Research and Language Acquisition. The immersion experts in this research represented the following states, school districts, post-secondary institutions or national foreign language resource centers. In the pilot interview the expert came from Maryland with experiences in the Montgomery County

and Prince George's County Public Schools. In Delphi-Round One, the experts represented Henrico County Public Schools in Virginia (a unique kind of immersion program). In the Delphi-Round Two, the experts came from the Virginia and Maryland, Fairfax County, Virginia Public Schools, Montgomery and Prince George's counties in Maryland. Again, in Delphi-Round Two, the representatives of immersion had developed total and partial immersion programs, training materials and courses for immersion teachers. They also conducted national workshops and symposia and published documents on immersion education. The group in Delphi-Round Three were researchers and published authors of immersion, pedagogy, instructional practices, training and related issues. The last group of experts and interviewees represented immersion programs from six states and CAL in the District of Columbia. The six participating states represented various linguistic conference regions of the United States represented in the following table.

Table 2Regional Areas for Immersion Experts and Interview Sessions

Regional Conference Area	State(s)	Immersion Grade Levels	Language(s)
Northern	Minnesota	K-12 (Research)	French/Spanish German/others
Eastern (mid-Atlantic)	Virginia (District of Columbia)	K-8 K-12 (Research)	French/German French/Spanish
Southern	Louisiana	9-12 (Spanish)	German/Japanese Chinese/Others
Central	Missouri	K-12	French/Spanish German
Northwestern	Oregon	9-12	Japanese
Western	California	9-12	Spanish

Despite other regions that could have been identified, the researcher chose only five basic regions of the United States that would be the focus for representation. Only the West had two areas because of large numbers of Japanese immersion programs in Oregon and the diversity of immersion education in California. The experts in all the interviews represented a broad spectrum of immersion programs and related practices.

The initial categories for Standards were: Guidelines, content, instructional strategies, and other features. These categories were later refined to show essential components that experts expressed should be included in guidelines or characteristics for implementing high school immersion programs. The experts expressed varied opinions when discussing a structured framework; however, most agreed that the content for high school immersion should be determined by the school district. National guidelines should

not include specific content that everyone must cover; rather, they should contain generic content that most programs could use for purposes of planning (Delphi-Round Two).

The first part of Chapter III explained the methodology in conducting the interviews that have been called the Delphi rounds. The second part documented the method used in finalizing the questionnaire to schools and in obtaining the data from immersion high schools. The ideas used in formulating the questionnaire were gleaned from the experts' comments in the 1995 workshops (PGCPS-ALL, 1995). In addition, important concerns were documented through field notes from the research field when planning and implementing high school immersion programs. These documented comments, experiences, observations and the pilot interviews led to the final draft of the questionnaire to schools.

Questionnaire to Schools

The questionnaire (Appendix D) consisted of fifteen yes/no questions based on guidelines, standards, goals, objectives and features of an immersion program. All fifteen questions were either included in planning a program or stated as a major concern among experts from 1995 to 1998. Three of the fifteen questions (Appendix D) came from statements that have always been included in discussions.

- Immersion programs should include the International Baccalaureate.
- There should be some guidelines for secondary immersion programs.
- What are other secondary programs doing for immersion students?

Questions 16-36 referenced a variety of topics and themes that have been discussed by immersion educators since the immersion symposium held in Portland, Oregon (Field notes, 1990). They were open-ended questions. These topics included questions about titles of courses, content, assessment and special features. To add reliability to the questionnaire, there were eight topics that framed the questionnaire. These were the same eight topics that were included in a formal evaluation of a K-8

immersion school evaluation conducted by CAL (Appendix J). They were also the same eight topics which were included in the pilot interview, Delphi-Round One and Delphi-Round Two interviews.

Questions 16-36 were asked in order to uncover commonalities among the immersion high schools in the United States and to determine what features were desired. Examples of the questions were listed in the declarative mode for a specific response or in the question format.

- Major features of my immersion program are: ...?
- What features would you like to have in your program?
- What immersion courses do students take in middle/intermediate or junior high school?
- Explain your assessment/testing program for immersion

Questions 37-46 were listed in the questionnaire as 1-10, instructional practices and other components in high school immersion classes. The ten questions used a Likert Scale for responses. In Chapter IV, the responses were coded under the selections of never, rarely, occasionally, often. Examples of statements in the questionnaire were:

- Students write research papers.
- Students read magazines and newspapers in the target language.
- Students have access to seminars on topics relevant to the curriculum.
- Students take the International Baccalaureate (IB) examination.

These types of statements allowed the researcher to document what happened in immersion high school instructional programs and to determine the degree to which these activities occurred.

The 20 high schools that received the questionnaire represented the following states (Rhodes, 1997):

<u>State</u>	<u>No. of High School Immersion Programs</u>
California	2
Florida	1
Hawaii	1
Louisiana	2
Maryland	1
Massachusetts	2
Minnesota	2
Ohio	1
Oregon	4
Pennsylvania	1
Virginia	1
Washington	1
Wisconsin	1

It is the belief of this researcher and the researcher from CAL, that there were more than 20 high school immersion programs in the United States. However, after one year of contacting all 71 of the CAL-documented school districts' immersion programs, only 20 immersion high schools could be accounted for (Rhodes, 1997). Out of the 20 high schools contacted by this researcher, only 15 schools responded. Therefore, the data analyses were completed on the basis of these 15 institutions.

Data Collection

In order for the 15 questionnaires to be returned, the researcher mailed a letter (Appendix L) with the questionnaire (Appendix D) on May 6, 1998 requesting the respondents to return them in the self-addressed stamped envelopes by May 31, 1998. In addition, she asked the school contacts to give the questionnaire to the appropriate person

if he or she were not the one to complete the survey. In the letter, the researcher offered an incentive of an educational coupon from a publisher's catalog if the questionnaire were returned by May 31, 1998.

On June 10, 1998, a postcard reminder was sent to participants as a follow up to the May 6, 1998 letter (Appendix M). The researcher appealed to the participants to return the survey. Schools were not open on a daily basis in July and August; therefore, the researcher waited until late August to make a telephone contact to those schools that had not responded to the postcard reminder. By August 20, 1998, the researcher had received 12 of the 20 questionnaires. In order to receive a higher rate of return, a third letter was mailed September 1, 1998 (Appendix N). Again, a special appeal was made, and another self-addressed stamped envelope was sent. By October 1, 1998, 15 questionnaires had been returned.

Data Analysis Method

There were two research questions, the first of which was, "What criteria are recommended by experts of immersion education to identify national guidelines and models for high school immersion?" [The research approach in responding to that question was the result of a pilot interview, several focus groups, summary, and consensus from three rounds of Delphi interviews and from a survey question to 10 experts from six regions in the United States (Appendix D).] Content analyses were completed for the pilot interview and the three rounds of Delphi. Chi Square was used to analyze responses from experts in the Delphi and the responses from questions 1 to 10 in the questionnaire to the schools. Questions 1 to 10 were measured at a nominal level with yes/no responses. Frequency counts and percentages were computed and analyzed for meaning and interpretation.

Research Question 2 asked, "What are the current program characteristics of each Foreign Language Immersion high school in the U.S. regarding: Program Standards,

Program Goals, Program Content, Objectives, Instructional Practices, Projects, Special Features, Guidelines, etc.?”

The responses from the questionnaire to schools were analyzed in several ways. Questions 1 to 15 were analyzed by value status frequency of selected responses, percent, which indicated what percent of time the 15 respondents answered yes/no to the questions, and valid percent, which indicated what percent of 100% the responses represented.

In questions 16 to 32, content analyses were completed. The responses were listed for each of the questions. The responses were analyzed to document similarities and wide differences in responses to the same question. Interpretation of responses was presented in Chapter IV. However, further interpretations were included in Chapter V under Summary, Conclusions, and Implications.

In questions 33 to 35, the questions asked of the participants were:

33. How many students are in your total program at the high school?
34. Approximately what percentage of students does not continue Immersion from middle/intermediate/junior high to the high school?
35. Are the teachers in your program certified?
If yes, what specialty area?
If no, what content area does the person have?

The questions 33 to 35, the researcher performed the following statistical analyses: value label, frequency, percent, valid percent, mean, median, mode, standard deviation, valid cases, missing cases, etc.

In questions 36 to 46 (listed in the questionnaire as 1 to 10), the Likert Scale included responses for instructional practices. The responses were either never, rarely, occasionally, or often. The frequency of selected responses was reported as well as the percent of times that the response was given and the percent it represented among the

other responses and percent. The mean, mode, median, and standard deviations were reported. Interpretations of these responses were presented in Chapters IV and V.

Chapter Summary

The methods of interpreting the data have allowed the researcher to discover emerging patterns in models of programs and the percent of time program features have occurred in the 15 schools. The number of schools that responded to the questionnaire was represented by frequency counts and valid percents. In content-related questions and program features, the analysis was reported by analyzing the content and summarizing the data. The mean and standard deviation were presented for questions that listed quantitative information.

CHAPTER IV

Results and Interpretation

Summary of Methods for Reporting Findings

This chapter presents the results of several research instruments used in identifying program standards, goals, objectives and projects in existing high school immersion programs in the United States. The findings in this study were relative to the research questions (see p. 57). The process of the research included a pilot study which was based on responses from focus groups and interviews with selected experts in the field (see Chapter III). The process also included the Delphi-Method interview rounds one, two and three, and a questionnaire completed by contacts in fifteen schools. These results yielded the bulk of the data which were presented, summarized, categorized and analyzed. The summary data from the Delphi rounds were content analyzed. The results from the questionnaire to the contacts in schools were presented in several ways. They included frequency counts, percentages, mean, median, mode, and standard deviations. In those cases where the respondents did not comment on a particular question, a non-response was reported.

The remaining content of this chapter addresses the results and interpretation of data received from the Pilot Interview, the Delphi-Method interview rounds, and the questionnaire completed by contacts in the 15 schools. In the pilot interview, the respondents' views centered on immersion education and the issue of attrition from elementary immersion programs to immersion programs in the middle and middle to high school instructional settings. The results of the pilot interview led to the inclusion of items on the final questionnaire about the International Baccalaureate and questions 25 and 34.

Question 25 sought information on the type of courses students take in middle/intermediate or junior high school, while question 34 inquired about the percentage of students who do not continue Immersion from middle/intermediate/junior high to the high school.

The pilot interview questions (see Chapter III) led to the development of several additional questions which were included in the final questionnaire to schools. The attitudes toward immersion were important to understand since many of the students in middle school immersion did not enter high school immersion programs (Garcia et al., 1995).

Table 3 presents a summary response to the pilot interview and is followed by a summary interpretation of each of the items which appeared in the pilot questionnaire.

Table 3Summary Student Responses to Pilot Interviewee

Interview Questions	Response
1. How many months or years did you work with middle school immersion?	<ul style="list-style-type: none"> • 1984-1989 Eastern Middle School • 1992-1998 Andrew Jackson Middle School
2. What were the ages of your immersion middle school students?	<ul style="list-style-type: none"> • 12-14
3. What did you do with the students?	<ul style="list-style-type: none"> • worked with curriculum and helped to develop instructional activities for students • observed students • used visuals to stimulate discussions about French
4. List two to three words that would characterize what immersion said when asked about the following:	<ul style="list-style-type: none"> • Attitudes of Students /Comments from Students
<ul style="list-style-type: none"> • Descriptive Factor 	
a. Immersion	<ul style="list-style-type: none"> unique opportunity/difficult/boring
b. Speaking French	<ul style="list-style-type: none"> speak it well/it's fun
c. Speaking Spanish	<ul style="list-style-type: none"> like it
d. Using the 2nd language to chit-chat before and after class	<ul style="list-style-type: none"> prefer to speak English to annoy teachers
e. Continuing immersion in middle school	<ul style="list-style-type: none"> students would like to continue speaking French through the immersion program
f. Continuing immersion in high school	<ul style="list-style-type: none"> majority stated they would like to continue immersion and would like the International Baccalaureate program
g. Why did students wish to continue immersion?	<ul style="list-style-type: none"> believed the immersion made them special
h. Why did students wish to leave the program?	<ul style="list-style-type: none"> boredom/sports/other magnet programs

Interpretation of Pilot Interview Findings

The interviewee discussed students' attitudes about immersion and the difficulties in maintaining enrollment in middle school immersion programs. According to the interviewee, "logistical problems" do occur when administrators are faced with scheduling students for their array of courses, i.e., music, P.E., art, math, science, health, English, foreign language and social studies. Since immersion classes are not typically a part of the students' schedules, they present a dilemma.

According to the interviewee, the majority of students would like to continue in immersion programs. They believe that they are special. Most of the students have a high self-esteem and are willing to talk on any topic. Many students would like to improve their speaking skills and believe that the only program that can help them achieve proficiency in the immersion program. In addition, the International Baccalaureate (IB) is an extensive academic program that appeals to students. Since students receive college credits for IB, their attitudes toward immersion are basically positive.

Students who would like to withdraw from the immersion program do it for many reasons. Occasionally, they are more interested in science magnet programs; therefore, they change programs at the middle school level to begin a new academic focus. Students who stay in immersion programs and do not want to be there, sometimes will use English to annoy the teacher. In this particular school system, the immersion language is French. Students should use French at all times in the immersion class. However, if they do not wish to be in the class, their attitudes can be one of uncooperativeness. In many instances, students will not do homework and will speak out in English. They also display boredom (See Table 3).

It appeared that the view of the interviewee regarding students' attitudes toward the immersion program coincided with those views cited by Garcia et al. (1995), and Lewis and Shapson (1989). In conclusion, the pilot interview served to help in the development of questions which guided the direction of the interview of the immersion

experts. It also led to questions used in the final questionnaire to participating schools in the study.

The results and interpretation of Chapter IV are directly related to the two research questions that guided this study. These questions were:

1. What criteria are recommended by experts of Immersion Education to identify national guidelines and models for high school immersion?
2. What are the current program characteristics of each Foreign Language Immersion high school in the U.S. with reference to: Program Standards, Program Goals, Program Content, Objectives, Instructional Practices, Projects?

Findings of Research Question 1

In response to question 1, the Delphi interviews, regional interviews, and the response from question 19 revealed what experts of immersion program development have implemented and what they proposed as models and guidelines for high school immersion.

The Delphi interviews indicated the following:

- Model programs should have most of the characteristics that are listed as “characteristics of an effective high school immersion program” (Delphi-Rounds Two and Three).
- The list of characteristics should be developed by teachers of immersion and experts in the field of immersion education (regional interviews).
- The National Foreign Language Standards should be the framework for developing national guidelines for immersion high school programs and communication should be the first standard (Delphi-Rounds Two and Three).
- There are no ideal programs; there should be national guidelines that list characteristics of a Program that include integrated language and culture.

There were three program planners from a school in Virginia who agreed to discuss the four questions below. Their discussions and interview session are summarized below:

Table 4

Summary of Delphi-Round One Interview

<u>Questions</u>	<u>Responses</u>
1. Did you use guidelines from other immersion programs to begin your high school immersion?	1. Yes, we used guidelines that were discussed by program planners in Cincinnati and Milwaukee. We spoke with immersion planners from Fairfax County and contacts at the Center for Applied Linguistics.
2. Did you check with middle school immersion program planners or a database?	2. We did not have knowledge of an immersion middle or high school database.
3. What kind of courses should be offered in immersion high school programs?	3. A variety of courses which include content, technology and specially designed courses. Travel to the target country should be included.
4. How do immersion programs and National Standards relate to each other?	4. Both focus on communication and culture and that is good.

The experts in Delphi-Round Two are recognized by national foreign language organizations for their development of immersion models and views on immersion education. They provide professional training for immersion teachers at a national level. Two of the experts have conducted national symposia on immersion methodology and have developed training materials for immersion teachers. All four of the experts agreed to participate in the Delphi interview and responded to the questions below. They also agreed to discuss their views on the items from the interview questionnaire. The researcher asked each participant to agree or disagree with the main concept of the group's response. The summary response for each of the eight questions that follow represented those views agreed upon by all four participants as a group.

Table 5Summary Responses for Delphi-Round Two Interview

 Open-Ended

1. How would you define a standard for a High School (H.S.) Immersion Program?

Response: The group stated that the standard for high school immersion should be defined in a similar framework as the National Standard, K-12. The National Standards focus on five themes: Communication, Culture, Connections, Comparisons, and Communities.

2. What are the main foci of a strong academic program in an Immersion setting? Explain your response.

Response: For an immersion setting, group indicated that the main foci of a strong academic program should be clear guidelines, curricula that fit a state framework for goals and objectives and instructional strategies for teachers and students that allow higher level thinking to occur.

3. How do you define the various H.S. immersion model types that exist in the U.S.?

Response: The model types that exist tend to be two to three content courses blocked together each day. However, it was agreed upon that these models should not be considered ideal. The group proposed a guide that reflected options and various models for program planners of immersion high school. They further proposed that there be a chart with key questions for a particular model and graphic organizers that would help develop characteristics for each model.

4. What do you see as major objectives of a national H.S. Immersion model?

Response: Major objectives should focus on the National Goals Communication and Culture. The standards for those goals should help frame the key objectives for immersion high schools. There is no ideal model because each district will have its own district goals that must be addressed in some manner in immersion courses. Therefore, prototype characteristics will help guide program planners in deciding their model and objectives.

5. What instructional strategies and activities are essential to a successful H.S. Immersion model?

Response: The group agreed that they accept the instructional strategies that are recommended in the learning scenarios of the National Standards book and the ideas from the national resource centers. The focus should be: Use multisensory strategies, multi-intelligences practices, concrete examples, Manipulatives, Higher Order Thinking, and practices from National Standards for English on Reading and Writing.

6. What instructional outcomes should be assessed in a H.S. Immersion model?

Response: The consensus of the group was a percentage of students should have accomplished performance- and content-based objectives for their model in their district. The group agreed that instructional outcomes should be based on carefully developed sequences, national standards, and National or State immersion guidelines.

7. Do you have any opinions on support systems and funding for H.S. Immersion Programs?

Response: This question was not addressed by the group.

8. What projects and travel components should be included in a National Prototype Model?

Response: An Exchange Program or Travel Study Program to the foreign country solidifies what students can do. The travel could last from two weeks to one year. The longer the stay in the country the better the experience for the student. However, the group agreed that they understood the constraints of time away from school for students.

9. What recommendations do you have which will maintain Immersion enrollment from Middle to High School?

Response: This question was not addressed by the group.

10. What is your opinion of the ideal high school Immersion Program?

Response: This group did not wish to list an ideal program model. They stated that there were too many factors, such as, governing what is taught, who stays in the program, how courses are scheduled, State Assessment and appropriate materials for high school courses.

Conclusion Opinion

All four experts agreed that the most compelling needs for high school immersion programs were guidelines and characteristics that would help define an effective program. Some of these characteristics were: performance and content-based objectives, framed by National Standards, and the new ACTFL Guidelines that would be developed by November, 1998. They also concurred that there should be several prototype models that show how a high school immersion program could include the focus of National Standards and the characteristics of an effective program.

In the Delphi-Round Three interview, the two immersion experts represented a national resource center and conducted research in the field of immersion education. They also represented a major university that supported their research. The major focus for the

interviews was the summary conclusion of the former Delphi-Round Two; therefore, the interviewer asked that the participants discuss the characteristics of a high school immersion program and that they agree upon three important characteristics. The interviewees' responses are summarized in Table 6.

Table 6

Summary of Delphi-Round Three Interview

The **first characteristic** would be making sure that the high school immersion program was functioning like an immersion program. The program would be based on a well-planned sequence of instructional objectives that included articulation, a vision and end results for the program. It should not be a program where students are placed in regular advanced level language programs, that is, programs in which students have not been in immersion.

The **second characteristic** would ensure that instructional practices were relative, meaningful and had value for the students. These meaningful practices could include topics that interest students, but at the same time, develop their language skills, breadth of knowledge and research capabilities.

The **third characteristic** would focus on maximizing language growth within the immersion experience. The curriculum would include high interest themes and topics that would be of interest to students and integrated in concise ways with tangible benefits. These benefits could include bilingual certificates, IB certificates or diplomas and special experiences.

Regional Views

It was important for the researcher to bring closure to the views of experts in the Delphi interviews. However, the Delphi interviews revealed an emerging pattern of similar beliefs and concerns from the participants. These beliefs and concerns centered on effective characteristics for a high school immersion program rather than having one prototype model. Individuals in the Delphi groups stated that once these characteristics were determined they could be applied to existing models. At some point, several models that displayed these characteristics for a high school immersion program could be evaluated to validate the model type. Therefore, the researcher decided to include additional opinions from the field of immersion planners and coordinators on the topic of "effective characteristics."

Immersion educators were randomly selected from a lottery of States within four geographical regions, representing regional foreign language organizations, and having immersion high school programs. The names of those organizations and the state representing the immersion educators were: The **Northeast Conference** on the Teaching of Foreign Languages (NEC), **Virginia**; the **Southern Conference** on the Teaching of Foreign Languages (SCOLT), **Louisiana**; the **Pacific Northwest Conference** on the Teaching of Foreign Languages (PNCFL), **Oregon** and **California**; the **Central States Conference** on the Teaching of Foreign Languages (CSC), **Missouri**. In addition, a representative of immersion research was selected from the **Center for Applied Linguistics**, representing the Mid-Atlantic region of the U.S. and a researcher's views on immersion education. All five individuals who were contacted replied to the researcher's request to list the three most important characteristics of a high school immersion program.

The following tables summarize the opinions of regional representatives respective to characteristics of Immersion programs. The expert from the mid-Atlantic Washington, DC region surveyed all immersion programs in the United States from Kindergarten through grade 12.

Table 7

Mid-Atlantic Regional Interview Response

Washington, DC

What are three important characteristics of a high school immersion program?

1. Be well articulated with middle and elementary to continue at an advanced level in the secondary.
 2. Schedule so that it fits into a regular day rather than to be in competition with band or sports.
 1. Integrate into already established native speakers courses
-

The expert for the Central--Missouri Region planned immersion programs for three different languages. He authored several articles and a book on issues in immersion education.

Table 8

Central Regional Interview Response

Missouri

What are three important characteristics of a high school immersion program?

1. Have literary, cultural thematic units and outreach to international business.
 2. Include at least three hours daily of immersion instructional work in these areas: language arts and culture/social studies, as well as a semester abroad.
 3. Develop a program that has time for students to be in band and extracurricular activities.
-

The interviewee representing the Western--California Region was involved in immersion education over twenty years. She had two children who completed immersion K-12, and she founded the national organization, Advocates for Language Learning (ALL), which concentrated on immersion and elementary foreign languages. She worked with program planners of immersion at the elementary, middle and high school levels. Her views on important characteristics are listed below:

Table 9

Western Regional Interview Response

California

What are three important characteristics of a high school immersion program?

1. Include the International Baccalaureate as a focus course in high school immersion.
 2. Create courses that have life skills as an objective. Life skills would diversify the vocabulary for immersion learners.
 3. Integrate culture into courses and give students experiences outside of the classroom
-

The immersion educator representing the Northwestern--Oregon Region was coordinator of an immersion program in Oregon, where there were three districts with 16 immersion programs.

Table 10

Northwest Regional Interview Response

Oregon

What are three important characteristics of a high school immersion program?

1. Incorporate National K-12 Foreign Language Standards or second language content standards.
 2. Develop writing via essays, WWW (World Wide Web), and E-mail.
 3. Include special language service projects in the community for immersion students their junior and senior years
-

Table 11Southern Regional Interview Response

The immersion educator representing the Southern--Louisiana Region, whose views are listed below, helped to plan immersion programs in the State of Louisiana. He was also a researcher in the field of immersion education. Louisiana had 27 schools with immersion programs.

Louisiana

What are three important characteristics of a high school immersion program?

1. Assess components of language proficiency for all immersion students.
 2. Group immersion students together by grade level and course design for sequence and appropriate curriculum.
 3. Block two or more courses together and include a target language arts course to improve reading and writing.
-

Findings of Research Question 2

What are the current program characteristics of each foreign language immersion high school program in the United States (U.S.) regarding program standards, goals, content, objectives, instructional practices and projects?

In order to obtain responses to question two above, the researcher sent a questionnaire to all twenty high schools identified in the 1997 list of immersion programs in the U.S. (Rhodes, 1997). Fifteen schools responded. The findings from the questionnaire yielded pertinent data relevant to planning high school immersion programs. The findings documented characteristics that were included in other high school immersion programs in the U.S. These data were listed, statistically summarized, content analyzed, interpreted, and reported in the tables that follow this introduction. The statistical analyses included valid percent, frequency counts, mean, median, mode,

standard deviation, standard error, and variance. Further interpretation of this data was included in Chapter V of this document.

Table 12 comprises 15 statements that give statistical information on responses regarding standards, guidelines, objectives and special features. These responses come from immersion schools and their designated contacts. The findings of these data are presented in the following series of subtables which address the results of each statement within Table 12.

Table 12

Responses to Statements 1-15

<u>Statement 1</u> There should be a set of guidelines to help plan the high school immersion program.				
Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	15	100.0	100.0
TOTAL		15	100.0	100.0
Valid Cases	15	No Response	0	

In the chart above, the quantitative value of **yes** is 1 and the value of **no** is 2. There were 15 schools (100%) responding out of 15. All fifteen schools responded positively to preferring guidelines for high school immersion.

Statement 2 The guidelines for immersion high schools should include two or more classes back-to-back taught in the target language.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	8	53.3	57.1
No	2	6	40.0	42.9
		1	6.7	
TOTAL		15	100.0	100.0
Valid Cases	14	No Responses	1	

The charts above indicate that 8 (57%) respondents indicated that immersion should have two or more classes blocked, and 6 (43%) stated that classes should not be 2 to 3 classes.

Statement 3 The guidelines should include two to three classes back-to-back, taught in the target language.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	5	33.3	35.7
No	2	9	60.0	64.3
		1	6.7	
TOTAL		15	100.0	100.0
Valid Cases	14	No Responses	1	

In statement 3, when respondents were given the option of 2 to 3 classes rather than more than 3, only 5 (36%) selected the 2 to 3 choice, and 9 (64%) preferred another choice. It appeared from the data that respondents preferred more than 3 classes in the target language.

Statement 4 Standards for the high school immersion model should resemble the National Standards for Foreign Language. Learning should be modified for Immersion high schools.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	8	53.3	57.1
No	2	6	40.0	42.9
		1	6.7	
TOTAL		15	100.0	100.0
Valid Cases	14	No Responses	1	

Of the 14 respondents, 8 (57%) answered affirmatively, meaning immersion standards should resemble National Standards and that the outcomes should be modified for the appropriateness of immersion. The researcher was not certain if the 6 (43%) negative response represented both parts of the statements or one statement. If the questionnaire is ever replicated, the researcher suggests deleting one of the statements from the question and stating only one point.

Statement 5 A special group should develop standards for high school immersion and should not use the National Standards document.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	5	33.3	41.7
No	2	7	46.7	58.3
		3	20.0	
TOTAL		15	100.0	100.0
Valid Cases	14	No Responses	3	

Only 12 participants (58%) out of 15, agreed that National Standards should be used in developing standards for high school immersion. In statement 1, this same group

responded that there should be guidelines, and someone must develop them. However, 5 (42%) of the respondents indicated that a special group should develop immersion standards and should not use the National Standards document as a guide.

Statement 6 Standards for immersion should include communication as the first standard.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	11	73.3	84.6
No	2	2	13.3	15.4
		2	13.3	
TOTAL		15	100.0	100.0
Valid Cases	13	No Responses	2	

Out of 15 respondents, 11 (85%) chose communication as the first standard, and 2 (15%) preferred some other choice. There were no other comments from the 15% to indicate their preferences. Communication is also the first of the National Standards, and learning scenarios were written for it. Therefore, immersion educators have guidelines to review when developing standards for communication.

Statement 7 There should be regular continuity courses for immersion and not just enrollment in advanced language courses already established.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	13	86.7	92.9
No	2	1	6.7	7.1
		1	6.7	
TOTAL		15	100.0	100.0
Valid Cases	14	No Responses	1	

There was agreement among 13 (93%) of the respondents, indicating they would like to see a planned immersion sequence of courses in high school. This positive response from the schools was identified from comments made by experts in the Delphi interviews.

Statement 8 I called another high school Immersion Coordinator/Planner to help plan my high school program.

ValueLabel	Value	Frequency	Percent	Valid Percent
Yes	1	3	20.0	23.1
No	2	10	66.7	76.9
		2	13.3	
TOTAL		15	100.0	100.0
Valid Cases	13	No Responses	2	

The statistical data showed that 10 (77%) of the respondents did not call another high school immersion program to help plan their program. Only 3 (23%) called another high school. In a follow up to one school that did not respond, the participant stated she was not there when the program was planned; therefore, she did not reply to that question.

Statement 9 This Immersion Program has or will have International Baccalaureate (IB).

ValueLabel	Value	Frequency	Percent	Valid Percent
Yes	1	6	40.0	40.0
No	2	9	60.0	60.0
TOTAL		15	100.0	100.0
Valid Cases	15	No Responses	0	

Surprisingly, only 6 (40%) of the respondents had or will have IB programs. Since IB programs have been recommended by the experts in the Delphi interviews, it was interesting to document that most of the immersion high school programs in the U.S. did not have IB. Only 4 of the 6 schools actually gave the examination.

Statement 10 I have objectives for the program.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	8	53.3	72.7
No	2	3	20.0	27.3
		4	26.7	
TOTAL		15	100.0	100.0
Valid Cases	11	No Responses	4	

The chart above revealed unexpected results. Only 8 (73%) of the 15 participants responded to the question stating that they had objectives for their high school immersion program. The researcher assumed that all 15 schools would have objectives since objectives are a key factor in program development.

Statement 11 There are special projects in my high school immersion program.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	8	53.3	61.5
No	2	5	33.3	38.5
		2	13.3	
TOTAL		15	100.0	100.0
Valid Cases	13	No Responses	2	

There were 13 participants who responded; 8 (62%) of the total group responding had special projects. The special projects listed by the 8 respondents were:

- Performance, visual and musical arts projects
- Eighty hours of foreign language outside of the classroom
- Travel study for one month
- Aquaculture projects at two sites
- Video exchange with other schools
- E-mail correspondence with European schools
- Community service with native speakers
- A special newspaper
- A book-reading project

Statement 12 An Exchange Program is a part of my immersion continuity.

ValueLabel	Value	Frequency	Percent	Valid Percent
Yes	1	4	26.7	30.8
No	2	9	60.0	69.2
		2	13.3	
TOTAL		15	100.0	100.0
Valid Cases	13	No Responses	2	

The researcher was surprised that only 4 (31%) of the 13 schools had exchange programs. Of the other responding school contacts, 9 (69%) indicated they did not have an exchange program. One of the immersion goals is to develop “functional competence” (Genesee, 1987, p. 12) in the target language. Therefore, the writer was looking for an exchange program in most immersion schools, yet, it was not evident from the data.

Statement 13 The Exchange Program lasts longer than one week.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	7	46.7	77.8
No	2	2	13.3	22.2
		6	40.0	
TOTAL		15	100.0	100.0
Valid Cases	9	No Responses	6	

It was puzzling to the researcher when 7 (78%) participants responded to this statement, which was a follow up to statement 12 in which only 4 schools indicated they had exchange programs. The writer believed the additional 3 respondees misinterpreted the statement since they did not have exchange programs. Therefore, the writer interpreted the additional 3 respondees to mean, if they had an exchange program, it would last longer than one week.

Statement 14 The Exchange Program lasts two or more weeks.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	7	46.7	77.8
No	2	2	13.3	22.2
		6	40.0	
TOTAL		15	100.0	100.0
Valid Cases	9	No Responses	6	

Again, the researcher believes the respondees interpreted the follow-up statement as a question. Therefore, the 7 (78%) participants that responded would be indicating that an exchange program should last 2 to 3 weeks. However, since the meaning of the responses is not clear to the writer, further interpretation will not be given.

Statement 15 There are special features in my high school immersion program.

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	6	40.0	60.0
No	2	4	26.7	40.0
		5	33.3	
TOTAL		15	100.0	100.0
Valid Cases	10	No Responses	5	

From the 10 participants responding to the statement above, 6 (60%) respondents indicated that they had special features in their high school immersion program and the other 4 (40%) did not. The researcher had no comments from the 5 who did not answer the question.

Some of the special program features indicated by the 6 respondents were:

- Fine Arts in Spanish immersion
- Field experiences (2 schools responded)
- Content courses in a block with an international focus
- Business vocabulary, computer and translating work
- Some students are enrolled in a third language

Questions 16 to 36 solicited respondee comments for the purpose of identifying commonalities in the instructional program among high school immersion programs in the U.S. The questions also sought to reveal common features which the respondees might desire in a program. The comments in this section came from the contacts in schools that responded to the questionnaire and not from the selected regional experts identified early in this study.

The reader is reminded that the following data in questions 16 to 32 and 36 were content-analyzed. However, in questions 33 to 35, the responses required numerical information and therefore, they were reported via a statistical chart.

16. The Standards I would like included in an Immersion document are:

- Grammar acquisition using communicative skills as an avenue for fluency
- State graduation standards
- National Standards
- Requirements that teachers be skilled in content area as well as language proficient
- Basic reflection of academic goals: Communication skills in diverse subject areas (in order to appreciate life)
- National FL Standards-extended
- Culture practices and products, connections for reinforcement and acquisition, communities
- School district standards

Of the 15 schools participating, 9 individuals responded to question 16. Five respondents selected standards that had been established by someone else:

- One selected State graduation standards
- Two selected National Standards
- Two selected school district standards

The other 4 schools replied with three different views; 1) objectives for grammar, 2) requirements that teachers have content knowledge and communication skills, and (3) that the immersion document have culture focus and special assessment instruments.

17. The Standards used in planning my Immersion Program were:

- There weren't any standards. Students were evaluated according to their level of proficiency in language skills.
- State graduation standards
- Wasn't here in initial planning stages
- Focus on IB Spanish standards, preparing students for success on Honors level exam
- Classes offered in target language need to be dependent on available staff
- State Foreign Language Standards
- Same as for parish standards which are based on national and state Standards
- District developed a set of standards
- Our district uses the same standards for all students

Of the 10 responses to the above items, the researcher could not determine what criteria were used in deciding Standards for the high school immersion program. It appeared that 2 schools used State standards in planning their immersion program; 3 schools used their district curriculum framework, 1 used IB standards, 2 did not follow any standards and 5 schools did not respond to this item. Responses to questions 16 and 17 did not reveal a pattern of common standards for planning immersion high school programs.

18. Major features of my Immersion Program are:

- It enables students to develop their grammar skills and improve their communicative skills.
- Arts focus. Native English and Spanish speakers together. Currently, high school program includes only social studies and language arts courses taught in the target language.

- IB
- A technology-focused laboratory
- Two courses blocked together, one content the other second-language specific
- Major features depend on available staff
- Social studies class in the target language, novels and magazines, elective class for cultural appreciation
- Pre-IB, IB classes, opportunity for a third language
- AP, Advanced Grammar and Composition
- Special Projects which involve students and community producing enthusiasm for staying in the program
- Native speakers in the class

Eleven of the 15 participants wrote comments to the above item and 4 did not respond. The responses were listed exactly as they were written by the respondents.

19. What features would you like to have in your Program?

- A 9-12 program designed for immersion students
- IB, math and science classes, careers course
- Laboratory facility
- E-mail exchanges, improved Internet access
- Better fluency for those persons teaching immersion
- Excursions, (emphasis on standards for ...), communities, communication and comparisons. Students are weak in grammatical structures
- Music or an emphasis on the fine arts in the target language.

The researcher noticed that when participants were asked to list major features in their program (item 18), only 4 of 11 respondents selected advanced level courses, and the

other 7 respondents listed 7 different features. However, in item 19, when participants could list features that would be desired, only 6 of 11 respondents listed desired features, and 4 of those 6 were prior respondents who had indicated advanced level courses as their special feature.

The researcher was not sure if the response to item 19 would have been different if all 15 participants were either teachers of the courses or coordinators of the program. The 15 participants who completed the survey represented mainly coordinators and administrators of the program.

20. At what level do high school Immersion students enter? e.g., Levels 2, 3, 4, 5 (i.e., some programs enter 9th at level 4)

- level 3
- level 4
- 9th/no level
- level 5
- 7th graders enter at level 9 immersion, not 2, 3, 4, etc., like non-immersion
- level 1 for one small group

The researcher noticed a pattern in the responses. Out of 13 responses, 7 indicated they did not use a level to define the courses and that immersion students continued in the defined immersion course designated for them. However, when students were placed in a course by level, it was either level 3, 4, or 5. Two districts designated their levels based on the score a student received on a proficiency exam; i.e., one group may have students entering at language level 3 and level 4.

21. If Immersion students do not begin in a course labeled by level, what is the course called?

- Spanish grammar and composition

- We offer a language arts course in one of four areas and a social studies course: civics or global studies. This will be expanded to American history. A social studies course is offered one semester and language arts one semester.
- French Immersion 8/French Language 9/French 505 Civilization
- Field Experience/Humanities/International Marketing/Language Through the Media
- Spanish language arts
- Social studies in Spanish

In two of the comments, the respondents stated that the school used the word level in front of the course title; however, the immersion teachers and coordinators did not. For instance, the scheduler in a certain school entered data on the computer as, “Immersion level VI-20th Century Francophone Society.” The scheduler wrote the word level to differentiate between immersion level VI and regular language level VI. Schools use level as one way of defining courses for transcripts to colleges.

22. What would you like to call your entry level course for Immersion students?

- Spanish for native and new native speakers
- Immersion I
- Spanish Immersion Literature and Composition
- NA
- Cultural Appreciation
- French Language, Life, and Civilization
- Satisfied with their titles
- Not sure
- ESL

Nine participants responded with a variety of titles for the course(s) that would be offered to 9th graders in an immersion high school. The researcher noticed that the respondents tended to use titles they already had. Again, if there were national guidelines and recommendations of course titles, the contacts would have a wider option of course titles.

23. High school in your district begins at what grade?

Fourteen schools responded that high school began in grade 9 in their districts. The response, grade 9 begins high school, was consistent with most states that changed from a junior high school grades 7-9 or 6-9 concept, to a middle school plan that had grades 7-8 or 6-8. Thus, grade 9 became the first year of high school.

24. Which areas need improving when students enter the high school Immersion Program: speaking, writing, listening, reading?

Note: Since there were several identical responses to this inquiry, the researcher noted the actual numbers next to the respondents' choices.

- Writing (1)
- Grammar (1)
- Speaking and listening (1)
- Speaking (1)
- All areas (1)
- Writing and grammar (3)
- Writing and reading (5)

Thirteen participants responded; a total of 9 selected writing alone or writing with another skill; 5 of those stated writing and reading, 3 of the 9 stated writing and grammar, and 1 of the 9 selected all 4 areas. Only 1 of 13 respondents indicated grammar alone as the area that needed improving when students enter grade 9. One respondent selected speaking and another speaking and listening. The commonality among the majority of the respondents was that writing needs improvement when students enter grade 9 immersion.

25. What Immersion courses do students take in middle/intermediate or junior high school?

- Social studies
- Math, science, social studies, language arts (3 respondents selected social studies and science)
- LASS, science, math
- Language arts/social studies block (5 respondents--1 included science)
- All except one period that is conducted in English

Ten participants responded to question 25. All 10 of the respondents listed social studies as the main course for high school immersion or combinations of social studies with other content. This commonality supported what experts discussed in the Delphi interviews. Many believed that social studies was the immersion course of choice at the high school.

26. When you think of an ideal Immersion course, what would you have?

- Language arts
- Interdisciplinary curriculum
- The current high school offerings we have (fine arts, history of Latin America, Spanish AP Literature)
- Native speakers in the course, a variety of courses, integration of technology
- Interaction among students in all forms of communication
- An integrated curriculum connecting to other disciplines
- Multimedia technology for ultimate ... learning opportunities
- Entire high school content taught in the target language
- Great immersion teachers

Nine participants responded with a variety of responses. The common strand was connecting to other content areas for an ideal immersion course.

27. When students complete your Immersion courses what skills and content information do they have that could not have been developed/learned in your regular foreign language sequence of courses?

- Grammar skills
- Higher Spanish level, real language instruction, social studies curriculum
- Various works by major authors, fine arts info, history of Latin American countries
- Cultural understanding and knowledge are stronger
- Advanced speaking skills
- Students can write well and know how to do research
- Oral proficiency (3 respondents)
- Language skills and vocabulary for history, health, science, and literature in two languages

Ten participants responded and 7 of them indicated well-developed oral communication skills as the one aspect that immersion students have that would not be as developed in a regular foreign language sequence.

28. Please list the names of courses that you offer Immersion students at each grade level.

The following titles were listed as data without comments. The researcher wanted to inform the reader of the various titles and possible content used in high school programs, but was not trying to interpret what the content contained based on a title. An interpretation of a title at this point could be misrepresentation of a school content.

Grade 8

- French Language 8--Composition
- Social studies/content based (2)

- 1/2 Course in Spanish/French
- Language arts social studies--middle school (2)
- Math, U.S. History, Literature/Grammar
- Science, social studies, language arts in Spanish

Grade 9

- Spanish only
- French Language 9--Composition
- Spanish grammar and composition
- Language Arts/Social Studies--Civics or Global
- Immersion Health and P.E.
- Immersion Spanish I or French I
- Immersion math
- Global Literature, Cultural Aesthetics, Grammar and Structure
- Français III--Expression w/Special projects
- IB Language
- Composition and Literature--Text "Sendas Literarias"
- World History, Literature, Cultural Appreciation
- Our beginning or entry level students have none. Our ESL 3 students take English 9 and U.S. History from a TESL certified teacher and go to other regular classes.
- Literature and Language--Content is in Spanish.

Grade 10

- Spanish only

- European History, Literature, Cultural Appreciation
- Immersion Spanish II or French II
- Immersion math
- Immersion social studies
- The Regions of France--An Integrated Approach
- Immersion Spanish II or French II
- Français IV--Expansion w/Special projects
- None. They are placed by level
- Language Arts/Social Studies--Civics or Global
- IB Language
- Fine arts (bellas artes)
- Global History/Literature and Humanities/Global Projects
- These students may be just beginning ESL 3 students, or may be in six regular non-ESL classes and ESL class to help them w/their writing skills, including grammar.
- Same

Grade 11

- Spanish only
- Français V in Immersion IV
- None
- Language Arts/Social Studies--Civics or Global
- History of Latin America (social studies)
- Civics/Business Vocabulary

- Immersion Spanish III or French III
- Advanced Grammar, History and Conservation
- IB History of the Americas/IB Literature of the Americas/IB Comparative Political and Economic Systems/Advanced projects
- Same

Grade 12

- Spanish only
- None
- IB
- AP Literature/Authors: G. Garcia Marquez, Ana Maria Matute, J. Luis Borges, Unamuno, Lorca
- AP French Language
- Not sure yet
- Français VI in Immersion expansion--Created by our school and being adapted for statewide use--We are the pioneers!
- Immersion Spanish IV or French IV
- IB Contemporary Global History/IB Global Literature IV/IB Theory of Knowledge
- Same

The researcher saw a pattern for content under a variety of titles. Most schools offered social studies which reflected a global perspective, and language arts in the target language. The reader should know that courses were listed exactly in the way they were reported to the researcher.

29. If you offer the International Baccalaureate (IB), which one do you offer?

Regular IB?

Subsidiary IB?

Higher level IB?

It was remarkable that only 6 schools responded. Their comments are below:

- Spanish and French Higher Level IB and 100 hours of community service work in Spanish in senior year
- N/A
- Please explain IB
- Student test, SAT II
- All offered: the International Studies Academy, which is a Magnet school in an urban high school

Five of 15 participants responded. One selected regular IB, 1 had subsidiary (and higher level), 3 had higher level. One respondent did not check any of the 3 choices, however, he wrote that all were offered at some point. When asked in another question to indicate if IB is given **often, occasionally, rarely, or never**, the same respondent selected Five of 15 participants responded. One selected regular IB, 1 had subsidiary (and higher level), 3 had higher level. One respondent did not check any of the 3 choices, however, he wrote that all were offered at some point. When asked in another question to indicate if IB is given **often, occasionally, rarely, or never**, the same respondent selected occasionally.

It is important for the reader to note that immersion students represented a variety of language learners. Most of the students began immersion at the elementary level and many have constantly made mediocre grades throughout the immersion program. Therefore, some students were not prepared for the advanced examinations that the programs offered as an option.

30. Explain your assessment/testing program for Immersion.

- Self-developed
- Modified SOPI/ACTFL
- We are currently developing one
- Different classes have different systems. My 9th grade class grades are based on weights of participation, homework, tests, projects, etc.
- AP tests
- Only independent tests are advanced level of the National Spanish exam and IB Higher Level
- None in Hawaiian. Standardized English.
- Students enter middle school from elementary immersion program. Offer national tests grades 8-10, AP in grade 11.
- Each teacher's criteria are different--per course expectations
- Comprehensive by semester and final exams
- We use the LAB test to assess for placement, plus teacher recommendation.
- Oral proficiency test (SOPA); writing samples, assessment portfolio

The common strand emerging for immersion assessment could be listed under three categories: assessment determined by the individual schools, the Simulated Oral Proficiency Assessment (SOPA), and the Advanced Placement (AP) Examination.

31. If Immersion students go on field trips, where do they go and why?

<u>Field Trips</u>	<u>Purpose</u>
<ul style="list-style-type: none"> • They do not go on field trips • Museums, theatres, etc. • Libraries • Other schools • City tour • Museums, French restaurants, international exhibits • State conventions 	<ul style="list-style-type: none"> • Using art to understand course content, study history, rights, citizenship, literature • Research • Recruitment, immigrant heritage • 22 hours of activities in French

The researcher interpreted no response as no field trip. Nine of the 15 responding schools did not have planned field trips for immersion students. The other 6 schools indicated the types of field trips that were planned for immersion.

32. List major projects which students might complete, i.e., making something, writing assignments, research, debates, etc.

- Literary analysis and examples (Platero y Yo/Popol Voh and others)
- Personal history, mural portfolio, art projects, country profile
- Research paper--senior year/ summer research of authors
- Compete in drama competition/preparation for AP
- One example: Sophomore class, "Creancies y Valores Comparativos" requires a research paper on a noted philosopher plus a culminating "Meeting of the Great Minds" debate on philosophical questions

- Art/cultural work for open house, videos for other schools, work at cable TV.
- Compositions/oral reports/debates
- Articles for Internet, genealogy research, French cuisine preparation, videography (interviews of La Culture (in French))
- Same as other courses
- Our district dictates writing assignments for all students. They require reading, writing and speaking portfolios in English 9 and 10.
- Science projects, Spanish theatre (performing a play)

The researcher observed that the majority of the respondents were interested in special projects for immersion students. There were a variety of topics and themes. These ideas could be helpful to schools that were planning high school immersion programs.

The reader is reminded that Table 13, statements 33 to 35 are numerical presentations of the responses rather than statements from the respondents and therefore, they are presented in a table format. Statement 36 resumes a content analyses format.

Table 13

Information on Immersion Students and Teachers in the 15 Schools (Statements 33 and 34)

Statement 33 How many students are in your total program at the high school?

Value Label	Value	Frequency	Percent	Valid Percent	
	14	1	6.7	10.0	
	30	1	6.7	10.0	
	34	1	6.7	10.0	
	40	1	6.7	10.0	
	70	1	6.7	10.0	
	75	1	6.7	10.0	
	97	1	6.7	10.0	
	100	1	6.7	10.0	
	118	1	6.7	10.0	
	250	1	6.7	10.0	
		5	33.3		
TOTAL		<u>15</u>	<u>100.0</u>	<u>100.0</u>	
Mean	82.800	Std Err	21.513	Median	72.500
Mode	14.000	Std Dev	68.029	Variance	4627.956
Valid Cases	10	No Responses	5		

Ten of 15 responded to this question. The number of students in the 10 programs ranged from 14 to 250. The mean number of students for all respondents was 82.8, the median was 72.5 and the mode was 20 with a standard deviation of 68. There was no analysis of small numbers versus large numbers since the researcher did not have data on

how many students completed elementary and continued to middle school, and how many continued from middle to high school.

Statement 34 Approximately what percentage of students does not continue
Immersion from middle/ intermediate/junior high to the high school?

Value Label	Value	Frequency	Percent	Valid Percent
	5	1	6.7	10.0
	8	1	6.7	10.0
	10	2	13.3	20.0
	13	1	6.7	10.0
	15	1	6.7	10.0
	20	1	6.7	10.0
	30	1	6.7	10.0
	65	2	13.3	20.0
		5	33.3	
TOTAL		<u>15</u>	<u>100.0</u>	<u>100.0</u>

Mean 24.100 Std Err 7.169 Median 14.000
Mode 10.000 Std Dev 22.669 Variance 513.878

Valid Cases 10 No Responses 5

The range for the percentage of students who did not continue with immersion was from 5 up to 65 students (10% up to 20%). The mean for the group was 24, and the standard deviation was 23.

Statement 35 Are the teachers in your school certified?

Value Label	Value	Frequency	Percent	Valid Percent
Yes	1	12	80.0	92.
No	2	1	6.7	7.7
		2	13.3	
TOTAL		<u>15</u>	<u>100.0</u>	<u>100.0</u>

Valid Cases 13 No Responses 2

Twelve (92%) respondents indicated their teachers were certified at the high school level.

36. Is there additional information you are willing to share with the researcher? If yes, please write below.

- This program is currently in its third year at the high school and is still developing.
- Our seniors (immersion 12) are graduating this year for the first time; this is the original group that started the program 12 years ago.
- As high school expands, prone 8th grade students will respond to increasing opportunities resembling a “normal” high school.
- Our school has a continuing “immersion class;” however, students want to be with other friends in other non-French classes, as they often opt to discontinue the classes.

Four participants shared additional information with the researcher. Three of the respondents commented that their programs were still developing; while the fourth respondent lamented that students were discontinuing in that particular high school immersion program. These comments led the researcher to conclude that the data from this study will be valuable to these individuals and their schools.

The Likert Scale

In the following section, the results from the survey were reported; conclusions about these findings appear in Chapter V. The pilot interview led to specific content that was included in the **Likert Scale** on the questionnaire entitled, “Instructional Practices and Other Components in High School Immersion Practices.” The results of the Likert Scale were reported as P (Practices) next to each of the P1 through P10 items. Each practice (i.e., P1, P2) represented a table that showed data which came from the schools. Tables 14-21 revealed the findings for the 10 items that were on the Likert Scale. Further analyses of these practices can be found in Chapter V under Findings and Data Analyses (p. 104), as well as under Conclusions (p. 112).

Statement 1. Teachers use cooperative group structures in their classes weekly.

Table 14

P1

Value Label	Value	Frequency	Percent	Valid Percent	
Occasionally	3	4	26.7	33.3	
Often	4	8	53.3	66.7	
		3	20.0		
TOTAL		<hr/> 15	<hr/> 100.0	<hr/> 100.0	
Mean	3.667	Std Err	.142	Median	4.000
Mode	4.000	Std Dev	.492	Variance	.242
Valid Cases	12	No Responses	3		

Eight (67%) teachers of the 12 respondents use cooperative group structures often, while only 4 (33%) employed them occasionally.

Statement 2. Students have access to seminars on topics relevant to the curriculum.

Table 15

P2

ValueLabel	Value	Frequency	Percent	Valid Percent	
Never	1	5	33.3	41.7	
Rarely	2	1	6.7	8.3	
Occasionally	3	6	40.0	50.0	
		3	20.0		
TOTAL		<hr/> 15	<hr/> 100.0	<hr/> 100.0	
Mean	2.083	Std Err	.288	Median	2.500
Mode	3.000	Std Dev	.996	Variance	.992
Valid Cases	12	No Responses	3		

There were 12 participants. Six (50%) of the 12 respondents indicated that students occasionally have access to seminars on topics relevant to the curriculum;

5 (42%) of 12 stated that they never have access to seminars and one person (8%) replied that students rarely have access to seminars.

Four of 15 participants responded to the researcher's invitation to share additional information. In three of the responses, the researcher believed only one had a grade 12 immersion at the time of the survey, and the other two will have one soon. The fourth respondee indicated that many students discontinued immersion. Once students completed a K-12 immersion program, administrators and planners knew the areas that needed restructuring to improve the total program. The researcher believed that information from this study would help schools create better models, and therefore, maintain more students in the program.

Statement 3. Students write research papers.

Table 16

P3

Value Label	Value	Frequency	Percent	Valid Percent	
Never	1	1	6.7	7.7	
Rarely	2	1	6.7	7.7	
Occasionally	3	8	53.3	61.5	
Often	4	3	20.0	23.1	
		2	13.3		
TOTAL		<hr/> 15	<hr/> 100.0	<hr/> 100.0	
Mean	3.000	Std Err	.226	Median	3.000
Mode	3.000	Std Dev	.816	Variance	.667
Valid Cases	13	No Responses	2		

Of the 8 (62%) of 13 respondents, 1 (8%) said **rarely**; 1 (8%) said **never**; 3 (23%) said **occasionally**.

Statement 4. Students have the opportunity to develop their writing through essays.

Table 17

P4

ValueLabel	Value	Frequency	Percent	Valid Percent	
Occasionally	3	2	13.3	15.4	
Often	4	11	73.3	84.6	
		2	13.3		
TOTAL		<hr/> 15	<hr/> 100.0	<hr/> 100.0	
Mean	3.846	Std Err	.104	Median	4.000
Mode	4.000	Std Dev	.376	Variance	.141
Valid Cases	13	No Responses	2		

Eleven (85%) of 13 participants said students **often** have the opportunity to develop their writing through essays; 2 (15%) said **occasionally**.

Statement 5. Students take the Advanced Placement (AP) exam.

Table 18

P5

Value Label	Value	Frequency	Percent	Valid Percent	
Never	1	2	13.3	20.0	
Rarely	2	1	6.7	10.0	
Occasionally	3	2	13.3	20.0	
Often	4	5	33.3	50.0	
		5	33.3		
TOTAL		<hr/> 15	<hr/> 100.0	<hr/> 100.0	
Mean	3.000	Std Err	.394	Median	3.500
Mode	4.000	Std Dev	1.247	Variance	1.556
Valid Cases	10	No Responses	5		

Ten participants responded. Five (50%) said students took the AP exam.

Statement 6. Students take the International Baccalaureate (IB) Exam.

Table 19

P6

Value Label	Value	Frequency	Percent	Valid Percent	
Never	1	6	40.0	60.0	
Occasionally	3	2	13.3	20.0	
Often	4	2	13.3	20.0	
		5	33.3		
TOTAL		<hr/> 15	<hr/> 100.0	<hr/> 100.0	
Mean	2.000	Std Err	.422	Median	1.000
Mode	1.000	Std Dev	1.333	Variance	1.778
Valid Cases	10	No Responses	5		

Ten participants responded; 2 (20%) indicated that students **often** took the IB exam; 2 (20%) said **occasionally** and 6 (60%) said **never**.

Statement 7. Students read magazines and newspapers in the target language.

Table 20

P7

Value Label	Value	Frequency	Percent	Valid Percent	
Rarely	2	3	20.0	23.1	
Occasionally	3	2	13.3	15.4	
Often	4	8	53.3	61.5	
		2	13.3		
TOTAL		<u>15</u>	<u>100.0</u>	<u>100.0</u>	
Mean	3.385	Std Err	.241	Median	4.000
Mode	4.000	Std Dev	.870	Variance	.756
Valid Cases	13	No Responses	2		

Thirteen participants responded. Eight (62%) said students **often** read magazines and newspapers in the target language; 2 (15%) said **occasionally**, and 3 (23%) said **rarely**.

Statement 8. Teachers allow students to access the Internet.

Table 21

P8

Value Label	Value	Frequency	Percent	Valid Percent	
Rarely	2	1	6.7	7.7	
Occasionally	3	8	53.3	61.5	
Often	4	4	26.7	30.8	
		2	13.3		
TOTAL		15	100.0	100.0	
Mean	3.231	Std Err	.166	Median	3.000
Mode	3.000	Std Dev	.599	Variance	.359
Valid Cases	13	No Responses	2		

Eight (62%) of 13 participants responded. Four (31%) stated students **often** accessed the Internet, while 8 (62%) said **occasionally**; only 1 (8%) said **rarely**.

Statement 10. Teachers bring authentic materials to enhance the lesson.

Table 22

P10

Value Label	Value	Frequency	Percent	Valid Percent	
Occasionally	3	4	26.7	30.8	
Often	4	9	60.0	69.2	
		2	13.3		
TOTAL		<hr/> 15	<hr/> 100.0	<hr/> 100.0	
Mean	3.692	Std Err	.133	Median	4.000
Mode	4.000	Std Dev	.480	Variance	.231
Valid Cases	13	No Responses	2		

Thirteen participants responded. Nine (69%) noted that teachers **often** bring authentic material; 4 (31%) said **occasionally**.

Chapter Summary

The results of this study provided the immersion community with a valuable pool of information that could be useful in planning, developing, and implementing high school immersion programs.

Experts in the field of immersion identified a list of characteristics that defined features of an effective high school immersion program. Experts and immersion educators discussed the relationship of National Standards to immersion standards, and 57% of immersion educators from the 15 high schools believed that National Standards should help frame the immersion guidelines. Eighty-five percent of the same group stated that communication should be the first standard for high school immersion programs. Experts and immersion educators in the schools commented that high school programs should have a continuity sequence of well-planned instructional objectives that included special features for continued language development.

The data from the schools revealed commonalities in some instructional practices such as, cooperative group structures and the use of authentic materials. When asked what features schools preferred for their program, the majority of the responses focused on: 1) a program designed for immersion students and not just the regular advanced language courses; 2) the integration of technology; and, 3) the opportunity to use language beyond the classroom. Social studies and the target language were the two content courses that were selected most often in the 15 high school programs; Advanced Placement was the prevalent assessment instrument.

The emerging patterns from the data also revealed three distinct models. These models were defined in the study as **Model I**, **Model II**, and **Model III**. Model I was a program with planned courses for immersion blocked together, pre-IB and IB options, with special features. Model II included a program that used AP as the single course for students who had been in elementary immersion programs but not in a defined immersion high school program. Model III consisted of a special immersion program with an

intensive summer immersion experience for students before they entered grade 9. This model, as presented in this study, did not have a prior K-8 immersion program. Model III resembled Model I because of the structured objectives, content, instructional practices, and special features.

The researcher viewed the emergence of the three distinct models (see p. 114) to be one of the more significant revelations of this study.

CHAPTER V

Summary, Conclusions, and Implications

This chapter contains a summary of the study, findings with conclusions, analyses, and implications for national guidelines and future studies.

Summary of the Study

The purpose of the study was to investigate and to identify commonalities in program standards, goals, objectives, instructional practices, content and projects in 20 immersion high schools in the United States. A questionnaire was sent to the 20 high schools with immersion programs (Rhodes, 1997), and 15 of the 20 schools responded. Commonalities in programs were found among high school immersion schools. In addition, the researcher interviewed 15 immersion experts regarding their opinions on guidelines and characteristics of a high school immersion program. They identified specific characteristics that could be used in guidelines to plan effective high school models.

The immersion experts represented various geographical regions of the U.S. such as, the mid-Atlantic Eastern states of Virginia and Maryland, with 45 immersion programs. The Northwest region was represented by Oregon where there are 16 programs; the Southern region by the state of Louisiana with 27 programs; the Western region by the state of California with 18 immersion programs. The Northern region was represented by the state of Minnesota with 13 immersion programs and also by the University of Minnesota where research is conducted on immersion education. The Central states were represented by an immersion expert from Missouri where there are eight programs. The immersion researcher from CAL was also one of the 15 experts. There were three main instruments used in collecting data and creating a triangulation process. These instruments were: a series of questions developed by the researcher (Appendix B) and used with experts of immersion education in three different rounds of interviews known as the Delphi-Method; a special form (Appendix C) to record and

categorize the opinions of five immersion educators from five different regions of the United States; a questionnaire to 20 immersion high schools (Appendix D) consisted of 46 items.

Findings and Data Analyses

The methodology (Chapter III) and findings (Chapter IV) of this study allowed the writer to answer the two research questions. These questions were: 1) What criteria are recommended by immersion education experts to identify national guidelines and models for high school immersion? 2) What are the current characteristics of each foreign language immersion high school in the U.S. regarding program standards, goals, content, objectives, instructional practices, and projects?

Findings and Analyses for Research Question 1

The immersion experts who participated in the interviews indicated guidelines and specific characteristics that were reported in this chapter as recommendations that will assist in planning an effective immersion high school model. The recommendations were analyzed to clarify meaning and to reveal implications for immersion planners.

Experts recommended that schools find qualified teachers who have language proficiency and content knowledge. However, the dilemma for schools is that many bilingual teachers do not have the training for teaching immersion students, and post secondary institutions do not usually offer courses for this specialty.

All experts in the study recommended that immersion high schools develop a well-organized and articulated program that have classes blocked together. When classes are blocked, they allow students time to develop their speaking skills and have quality time on task. A problem that high schools have with blocked courses is scheduling. In high schools, there are usually state mandates to follow Scholastic Applied Testing (SAT), required courses for graduation, single advanced courses, and district goals. When two to three immersion courses are blocked, students tend to have less options available due to the points mentioned above. Articulation refers to communication opportunities between

middle and high school teachers as well as discussion among teacher and planners on program continuity and course curriculum. When teachers have the opportunity to discuss among themselves performance outcomes, teaching strategies, course coverage, and benchmarks, their attitudes are positive and their work habits become more productive (Garcia et al., 1995).

Other recommendations culled from the data incorporated integration of National K-12 Foreign Language Standards, implementation of instructional activities which include language arts and development of cultural and literary thematic units into the curriculum (see Appendix O). Most of the immersion experts who responded supported having the National Standards as the focus of immersion guidelines. However, these experts had differences in how it should be implemented. A few of the experts stated that there should be more only one prototypical model, with defining characteristics, while a few indicated there should be prototypical models. The researcher understood all points that were being discussed by experts and could relate to the data coming from the schools. It was clear from the data that there were different models emerging, and they should be identified for the immersion educators in the U.S. Therefore, the researcher identified the models in the Conclusions section of this study and discussed them in the Implications section of this chapter.

In addition to the prior recommendations listed, based on characteristics from experts in Delphi-Rounds One and Two, there were other experts who were asked to identify three characteristics. Two researchers were asked to prioritize their characteristics. According to them:

- The **first characteristic** would be making sure that the high school immersion program was functioning like an immersion program. The program would be based on a well-planned sequence of instructional objectives that included articulation, a vision and end results. It should not be a program where students are placed in regular advanced level language with students who have not been in immersion programs.

Regarding the call for a well-planned sequence, 13 of the 15 experts made similar statements. These thoughts were also articulated for years among immersion educators; yet, a national organization or group had not presented studies, documentation or drafts of national guidelines for planning high school immersion programs. The second point of the two researchers stated, immersion students should have their own course and not be combined with the regular advanced level students; yet, there are other immersion educators who believe that in some circumstances they should be placed in classes with regular advanced students. Therefore, this issue should be discussed further by the immersion field.

- The **second characteristic** would ensure that instructional practices were relevant, meaningful and had value for the students. These meaningful practices could include topics that interest students and at the same time develop their language skills, breadth of knowledge and research capabilities as students.

These points were also made, in some manner, by all participants in the Delphi-Method interviews and in the regional interviews. Immersion educators in the field (PGCPS--ALL, 1995) discussed the need for guidelines that would help them plan programs. However, until 1996 only two major organizations, Advocates for Language Learning (ALL) and the National Network for Early Language Learning (NNELL) provided a forum for immersion educators to discuss important issues. In addition, both of these organizations provided information and workshops for other elementary foreign language programs.

In November 1997, a newly formed organization, "The American Council on Immersion Education." launched a newsletter with the acronym, ACIE. It was the first time in the United States that a national organization was devoted solely to immersion issues, research, and education.

- The **third characteristic** would focus on maximizing language growth within the immersion experience. The curriculum would include high interest themes and topics integrated in concise ways with tangible benefits. These benefits could include bilingual certificates, IB certificates or diplomas and special experiences.

The two researchers in the Delphi interviews defined “maximizing language growth” as the integration of language instruction in content, based on language goals and objectives. It also means including opportunities in a program for students to use language in creative ways and even study a third language.

Regarding support of guidelines for immersion programs, respondents at each of the fifteen schools responded 100% positively to that issue of whether or not there should be a set of guidelines to help plan the high school immersion program. Other criteria suggested by immersion experts for identifying national guidelines and models included recommendations that: 1) National Foreign Language Goals and Standards should help focus the content to be taught and the functional objectives for immersion students; 2) assessment should be included in the planning of a four-year high school immersion program; 3) opportunities to use the target language beyond the classroom should be planned and implemented, and 4) several model types should be developed which would feature the proposed characteristics from this study in the first draft of guidelines for immersion high schools.

These four points will be critical in planning national immersion guidelines since: 1) National Standards already existed for regular K-12 foreign language programs and could be aligned with immersion goals; 2) assessment was a national concern in foreign language education throughout the 1990s; now that there are several assessment instruments that immersion educators could be using, it will be important that these instruments be tried in immersion high schools, and 3) opportunities to use the target language beyond the classroom and to have model types were major issues for immersion educators since the first ALL conference in 1983; therefore, special projects that provide

use of the target language should be shared with schools. Because national models could not be found in the review of literature, it may be appropriate for schools to respond to a question related to an accepted model. Therefore, a major task for this researcher was to analyze the data from the schools and cull out and discuss the three distinct models (see p. 114) which existed.

Findings and Analyses for Question 2

In responding to question two, 15 (100%) of the high schools with immersion programs shared their characteristics. These findings were summarized and analyzed as they related to *Program Standards, Immersion Goals, Objectives, Content, Instructional Practices, and Projects*.

More than half of the immersion respondents in the population believed that National Foreign Language Goals and Standards should be incorporated into guidelines and standards for high school immersion programs. In another question, based on National Standards, fewer than half of the participants indicated they would like Standards; however, they preferred that a special group develop Immersion Standards. When respondents were asked what courses they would like to offer in their immersion high school, most listed courses they already had in their program; they were not creative. They referred to the National Standards, state, or local standards that existed for their immersion or regular foreign language program. The researcher believed that these respondents had few opportunities to discuss immersion issues with other immersion educators outside of their state; therefore, their frame of reference regarding what was acceptable or prototypical was limited.

As noted in the Review of the Literature, Genesee (1987), addressed the topic of "Immersion in the United States" (pp. 116-131). He classified immersion programs according to three rationales for inclusion in the school curriculum: 1) Linguistic, cultural and general education enrichment; 2) Magnet schools to bring about a balanced ratio of

ethnolinguistic groups; or 3) a means of achieving some degree of two-way bilingualism in communities with large populations of non-English speaking residents” (p. 116).

It is within the context of the first rationale that this researcher sought information on immersion goals in high school programs. When participants in this study were asked if standards for high school immersion should include communication as the first standard (goal), a high majority of them replied positively. When asked to list major features of their high school immersion program, the three most frequent responses were: 1) International Baccalaureate (IB); 2) social studies in the target language, and 3) two courses blocked together—one, content, the other, second language development.

The view of some immersion educators (PGCPS--ALL, 1995) was that IB should always be considered an option for immersion students. One of the aims of IB has been to promote language development through literature, themes, and a range of texts. Scheduling IB and social studies, back-to-back, would allow the advanced learners to broaden their language skills within the global dimensions of themes, geography, and culture. Even though immersion educators believed that IB should be an option for immersion high schools, fewer than half of the responding schools offered the program or would have it soon.

Eight schools indicated that they had written objectives for their program. When asked to list their objectives, some of the most frequent replies were to:

- Enhance written, oral, and reading skills in Spanish. Prepare students for college and meet graduation standards
- Achieve near-native or native proficiency while learning about other cultures
- Incorporate content and performance standards
- Help students develop communication skills, comprehend literature and history, be aware of different cultures
- Focus on international and humanities perspectives ...

- Refine second language skills and learn to do research
- Provide learning conducive to priorities (in the district) to keep students involved through grade 12
- Develop proficiency in all four skill areas of speaking, listening, reading, and writing.

It was important to report objectives of immersion programs in high schools because in the past, administrators in schools asked program planners if other immersion programs had similar objectives. The researcher believed that since program planners had not had guidelines and characteristics for planning, they had been without a focus or a common strand in which to plan objectives and obtain support.

When participants were asked to list major features of their program, most listed content courses. Only 3 respondents indicated special features like a technology center or community projects with native speakers. This finding did not surprise the researcher since the review of literature did not reveal model types or special features based on documentation or recommendations.

Social studies or the target language were the major content courses listed by the contacts in the 15 immersion schools. These two courses were easy to implement in a high school since both already existed in the high school curriculum. It was surprising to find only advanced level foreign language courses offered to immersion students and few opportunities for travel outside of the state.

It was disappointing to find only a few creative courses listed by the immersion contacts in schools. The writer wanted to list a wide variety of course options for future high school immersion program planners. The researcher identified 10 instructional practices in the survey. In the survey, participants were asked to respond, **never**, **rarely**, **occasionally**, or **often**. The results are visually represented as a bar graph in Appendix P. Those practices that were selected as occurring often by at least two thirds of the respondents were: 1) students have the opportunity to develop their writing through

essays (85%—figure 4—Appendix P), and 2) teachers introduce authentic materials (69%—figure 9—Appendix P)

Other Findings gleaned from the study indicated that: 1) at least half of the respondents **occasionally** gave students opportunities to participate in seminars on topics relevant to the curriculum, less than half **never** or (only 1) **rarely** did. Three participants did not respond; 2) more than half stated that students wrote research papers and very few (3) participants stated that students often did; 3) when asked if students read magazines and newspapers in the target language, a majority of respondents responded **often**. Only 5 responded—**rarely** (3), and **occasionally** (2); 4) respondents reported the use of a variety of assessment instruments, such as AP, IB, LAB, District Design Test, and Simulated Oral Proficiency Assessments (SOPA). (See Chapter IV, question 30 response); however, the IB and AP were the choices desired more often by experts and contacts from the schools. The researcher believed that the SOPA would be used more often if other immersion high schools knew about it.

From these data, it appeared that there was an emerging consistency between the recommendations of experts and actual implementation of some concepts in Models I and II described in this study (p. 114). Models I and II had a defined program with clear goals, objectives, and special features.

Participants in the study were also asked to list special projects and special features. The researcher noticed that most of these projects and features allowed students to use the target language beyond the classroom, such as performance, visual, and musical arts projects; eighty hours of foreign language outside the classroom; E-mail correspondence with European schools; community service with native speakers, and exchange programs. A more complete list of the projects is in Chapter IV, p. 90. The results from this study covered a broad spectrum of topics and issues that immersion educators continue to discuss at current conferences and through focused newsletters.

These results are important topics that immersion educators should include in future conferences and workshops.

Conclusions

On the basis of the findings in this research study, experts in the field of immersion education, and educators in immersion high schools in the United States agreed that National Guidelines were indeed needed in planning high school immersion programs. Inferences were made regarding immersion features and characteristics that could be included in planning several prototypical models for high school immersion programs.

The researcher selected a few of the essential proposed immersion characteristics and examples of models that immersion should endorse promptly, thereby, providing draft guidelines for high school immersion programs: **first**, recommend the K-12 foreign Language Standards, with some modifications, as a framework for planning or refining high school immersion programs; **second**, add to the objectives listed in this study, by contacts from schools, and propose them as examples of what objectives could be; **third**, recommend to schools that high school immersion students should be grouped together for specific immersion courses. The rationale for grouping students should be included with the recommendations so that program planners and teachers would have support for their plans and requests to administrators; **fourth**, propose assessments instruments and standard tests to schools based on findings in this study. These recommendations may have some significance for immersion high schools. Other relevant data reported in this study revolved around specific program characteristics for 15 immersion high schools selected by immersion experts in the United States. In the opinion of the researcher, these characteristics were important because they provided valuable input for a framework in defining guidelines, features for models and criteria for high school immersion programs. The data reported from the 15 participating immersion high schools revealed several similar program features and desired components. These features were: 1) most high

schools began with grade 9 in lieu of grade 10; 2) most programs did not have national or state guidelines to design their high school immersion program; 3) responding high schools generally accepted as their immersion content, social studies, the target language content or AP, and 4) cooperative learning, using authentic material, and essay writing were three instructional practices that most immersion high schools implemented. The AP examination was the common assessment program tool that they used.

It was important to know the similarities of programs in order to identify emerging types of models. The data revealed three types of models in high school immersion programs, as described on the following page.

Table 23**Three Immersion Models**

<u>Model I</u>	<u>Model II</u>	<u>Model III</u>
<ul style="list-style-type: none"> • Two or three immersion courses blocked together • Content courses continue from middle schools • Content courses generally comprise social studies and special target language arts. If there is a third course blocked, it is usually science or a creative course • Special features include opportunities to use the target language beyond the classroom, such as community service conducted in the target language and/or exchange programs • Special field experiences and preparation for AP or the IB (Appendices G and I) 	<ul style="list-style-type: none"> • Courses are not blocked, but immersion students stay together and begin one advanced class of literature and target language development • Students are given a proficiency test to determine what course they will have. The data show that students have either the regular language advanced course or the immersion advanced course • Students continue target language development but without specified immersion goals. They register for the AP or IB test • In this model, there are sometimes additional experiences such as study travel and special projects 	<ul style="list-style-type: none"> • There is only one model of this type in the literature--a high school immersion program with no prior middle or elementary immersion. It is well structured and has an assessment plan. • Students are tested; they must attend a prior summer readiness immersion program to prepare for an intensive experience in grade 9 and entry into "the Foreign Language Center." • Three courses are blocked together, 10 immersion courses are required in order to graduate (Appendix H) • There are other special features such as, travel-study and community service

The data from immersion high schools revealed several variations of models I and II. When the features in the immersion program appeared among two thirds (66%) of the schools in the population they were considered to have common characteristics and were grouped accordingly into model types. In addition to the similar features mentioned, there were other important findings.

The topic of exchange programs should be discussed at major immersion workshops because most teachers would like to have them; however, there is very little information in the literature recording how to plan involvement in those programs. In this study, only 4 schools indicated that they had an exchange program, and this study did not provide questions on how they were implemented. Other pertinent data revealed that when participants were asked which skills needed improving, more than half (69%) of 13 responded that writing and/or reading needed to be improved. Immersion writing was a concern of experts in the Delphi interviews. The common content course taught in the target language was social studies. When asked if teachers were certified, 12 of 13 (92%) responded affirmatively. Similar instructional practices were reported for 3 of the 10 practices listed in the study. At least 67% of 12 participants reported that teachers used cooperative group structures in the immersion classroom, and as many as 85% of the 13 respondents stated that students developed their writing through essays. The third practice revealed that a majority (69%) of the 13 respondents stated that teachers included authentic materials in class to enhance the lesson.

Implications

The results of this study provided vital criteria that could be used in identifying or generating national guidelines and model types for high school immersion programs. This investigation provided immersion educators with program characteristics that were identified by experts who planned and monitored immersion programs, researchers who have conducted surveys on immersion issues, and educators who wrote on the topic. In addition, the data supported the belief that Foreign Language National Goals and

Standards should help inform immersion planning and instructional practices. There were six important main implications from the data reported in this study.

First, the characteristics which were identified for high school immersion programs should be embraced by the national language resource centers which study immersion issues, since they have the resources to organize groups and disseminate information. Immersion focus groups could be organized to discuss and refine the list of characteristics for immersion high schools. The resource centers offer summer institutes and workshops in which characteristics could be expanded to include additional features developed by a larger group of immersion educators.

Second, the three models reported in this study could become prototypes for refining the features and reporting documented improvements. It is recommended that one of the language resource centers or professional organizations investigate further features for these models, and assess a number of already structured programs in support of effective model types.

Third, immersion educators might form an ACTFL special interest group (SIG) in order to discuss important immersion issues identified by teachers and experts. The SIG would collaborate with the American Council on Immersion Education (CARLA, 1998), and utilize some of the data from this study.

Fourth, there are implications for change and new directions for high schools planning immersion programs. For example, respondents to the questionnaire listed such components as an emphasis on the five National Standards, a 9-12 program designed for immersion students, technology integration, travel study components, and the inclusion of the International Baccalaureate. These components are consistent with the experts'

commentaries in the Delphi interviews. Therefore, these features should be included in topics to be discussed by immersion leaders as they plan national seminars, workshops, and summer institutes.

Fifth, there are concerns regarding heritage speakers and immersion students being placed in the same courses. There should be discussion on this point in terms of the pros and cons of having two different groups together and what instructional practices are successful in this kind of setting.

Sixth, the implication for improving instruction and maintaining enrollment in high school programs could be changed by training of teachers and changes in instructional practices. Immersion educators should look at what helps to change the attitudes of immersion students and what would also motivate students to continue in high school immersion programs. The implications have been cited in the review of literature in this study and some points were made in the pilot interview. Implications point to better course design, instructional practices, and training of teachers.

The results of this study may also be significant for program planners since it is one of the few in the U.S. that reported high school immersion features and commonalities among programs, and listed characteristics for planning effective models.

Recommendations for Future Research

The review of literature revealed only a few studies on high school immersion in the United States. Future research should include surveys on some of the findings from this study.

In the statement, "I have objectives for the program. (If yes, list them.)" 8 of 15 participants responded yes and only 6 listed their objectives. The researcher believes that if the immersion profession were to generate national guidelines for immersion, and

specific characteristics for developing middle and high school programs, the immersion planners would have more focused objectives for their programs. Future research should examine various models and seek to describe successful curriculum design that can document the assessment of performance outcomes.

Research studies should focus on a variety of issues, like assessment of communicative skills as it relates to the three modes of communication--Interpersonal, Interpretive, and Presentational (ACTFL, 1996).

In the review of literature (Chapter III) a different immersion model type was reported. It did not have a prior K-8 program for immersion continuity. It began in grade 9 and continued through grade 12. It was identified in the Conclusions section of this chapter as Model III. Future research should compare performance skills in the target language, results on the AP/IB tests between Model I programs and Model III and Model II programs and Model III.

One of the purposes in comparing Model III would be to give the model the support it would need to justify its inclusion in the immersion field. At present, the literature from all seven National Resource Centers advocated long sequences of study to develop proficiency in the language. They support programs that help students reach performance outcomes and gain content knowledge based on National Standards and ACTFL priorities. According to the immersion educators who planned and assessed the Model III program, they achieved their goals just as well as immersion schools where students began at the elementary level. Future research studies could help to validate Model III.

In summary, after having analyzed the data, the researcher saw significant patterns of commonalities that should be of interest to the immersion profession such as, the desire of participants to have the National Standards included as a component of national guidelines for high school immersion.

Appendix A

The Program Evaluation Standards, 2nd ed.

The accuracy standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated.

- A1 **Program Documentation** The program being evaluated should be described and documented clearly and accurately, so that the program is clearly identified.
- A2 **Context Analysis** The context in which the program exists should be examined in enough detail so that its likely influences on the program can be identified.
- A3 **Described Purposes and Procedures** The purposes and procedures of the evaluation should be monitored and described in enough detail so that the adequacy of the information can be assessed.
- A4 **Defensible Information Sources** The sources of information used in a program evaluation should be described in enough detail so that the adequacy of the information can be assessed.
- A5 **Valid Information** The information gathering procedures should be chosen or developed and then implemented so that they will assure that the interpretation arrived at is valid for the intended use.
- A6 **Reliable Information** The information gathering procedures should be chosen or developed and then implemented so that they will assure that the information obtained is sufficiently reliable for the intended use.
- A7 **Systematic Information** The information collected, processed, and reported in an evaluation should be systematically analyzed so that evaluation questions are effectively answered.
- A8 **Analysis of Quantitative Information** Quantitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.

- A9 **Analysis of Qualitative Information** Qualitative information in an evaluation should be appropriately and systemically analyzed so that evaluation questions are effectively answered.
- A10 **Justified Conclusions** The conclusions reached in an evaluation should be explicitly justified so that stakeholders can assess them.
- A11 **Impartial Reporting** Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation so that evaluation reports fairly reflect the evaluation findings.
- A12 **Metaevaluation** The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.

Appendix B-1

The following 10 topics have been identified as important components of a high school Immersion model based on the Prince George' County Public Schools Immersion Model and the 12 Accuracy Standards that have been endorsed by the Joint Committee on Standards for Educational evaluation (Sanders, 1994). Accuracy Standards provide guidelines and a framework for looking at a model for national acceptance. The Accuracy Standards become one component of several sources that will help ensure validity and reliability when asking questions, coding and analyzing responses.

Topics to Discuss When Planning a High School Immersion Model

1. Standards
2. Program Goals
3. Program Objectives
4. Learner Outcomes
5. Instructional Methodology
6. Assessment
7. Unique Features of the Program
8. Support
9. Funding
10. Special Projects
11. Opportunity for Travel

Appendix B-2

Name _____

Institutional Affiliation _____

Your Experiences in the field of Immersion _____

Interview Questions for the Immersion Experts

Thank you for agreeing to answer my questions on important features and essential components of a National Prototype for a high school Immersion Program. Please look at Attachment A--Accuracy standards and Attachment B--the topics I would like to discuss with you.

Open-Ended

1. How would you define a standard for a High School (H.S.) Immersion Program?

2. What are the main focuses of a strong academic program in an Immersion setting? Explain your response.

3. How do you define the various H.S. Immersion model types that exist in the U.S.?

4. What do you see as major objectives of a national H.S. Immersion model?

5. What instructional strategies and activities are essential to a successful H.S. Immersion model?

6. What instructional outcomes should be assessed in a H.S. Immersion model?

7. Do you have any opinions on support systems and funding for H.S. Immersion Programs?

8. What projects and travel components should be included in a National Prototype Model?

9. What recommendations do you have which will maintain Immersion enrollment from Middle to High School?

10. What is your opinion of the ideal high school Immersion Program?

Appendix C

Affiliation _____

What Are the Three Most Important Characteristics of a High School Immersion Model?

P *	A *	R *	(1)	(2)	(3)

*P=Program Planners/Observers
 A=Authors
 R=Researchers

Appendix D

Questionnaire to the 20 (plus) schools

There will be approximately 15 yes or no questions.

Please circle your response. You may write comments.

- | | | | |
|-------|--|-----|----|
| 1. | There should be a set of guidelines to help plan the high school immersion program. | Yes | No |
| <hr/> | | | |
| 2. | The guidelines for immersion high school should include two or more classes, back to back, taught in the target language. | Yes | No |
| <hr/> | | | |
| 3. | The guidelines should include 2 to 3 classes back-to-back, taught in the target language. | Yes | No |
| <hr/> | | | |
| 4. | Standards for the high school Immersion model should resemble the National Standards for Foreign Language. Learning should be modified for Immersion high schools. | Yes | No |
| <hr/> | | | |
| 5. | A special group should develop Standards for high school Immersion and should not use the National Standards document. | Yes | No |
| <hr/> | | | |
| 6. | Standards should include communication as the first Standard. | Yes | No |
| <hr/> | | | |
| 7. | There should be regular continuity courses for Immersion and not just enrollment in advanced courses already established. | Yes | No |
| <hr/> | | | |
| 8. | I called another high school Immersion Coordinator/Planner to help plan my high school program. (If yes, which program did you call?) | Yes | No |
| <hr/> | | | |

9. This Immersion program has or will have IB (International Baccalaureate). Yes No

10. I have objectives for the program. (If yes, list them.) Yes No

11. There are special projects in my High School Immersion Program. (If yes, list them) Yes No

12. An Exchange Program is a part of my Immersion continuity. Yes No

13. The Exchange Program lasts longer than one week. Yes No

14. The Exchange Program lasts two or more weeks. Yes No

15. There are special features in my high school Immersion program. If yes, please list them: Yes No

The following questions seek to find commonalities among high school Immersion Programs in the U.S. as well as common features desired in a program.

Please read the questions carefully and reply.

16. The Standards I would like included in an Immersion document are:

17. The Standards used in planning my Immersion Program were:

18. Major features of my Immersion Program are:

19. What features would you like to have in your Program?

20. At what level do high school Immersion students enter? e.g., Levels 2, 3, 4, 5 (i.e., some programs enter 9th at level 4) _____

21. If Immersion students do not begin in a course labeled by level, what is the course called?

22. What would you like to call your entry level course for Immersion students? _____

23. High school in your district begins at what grade? _____

24. Which areas need improving when students enter the high school Immersion Program--Speaking, writing, listening, reading?

25. What Immersion courses do students take in middle/intermediate or junior high school? _____

26. When you think of an ideal Immersion course, what would you have?

27. When students complete your Immersion courses what skills and content information do they have that could not have been developed/learned in your regular foreign language sequence of courses?

28. Please list the names of courses that you offer Immersion students at each grade level.

_____ Grade 8 _____

_____ Grade 9 _____

_____ Grade 10 _____

_____ Grade 11 _____

_____ Grade 12 _____

29. If you offer the International Baccalaureate (IB), which one do you offer?

_____ Regular IB

_____ Subsidiary IB

_____ Higher level IB

Comments:

30. Explain your assessment/testing program for Immersion.

31. If Immersion students go on field trips, where do they go and why?

Field Trips

Purpose

32. List major projects which students might complete, i.e., making something, writing assignments, research, debates, etc.

33. How many students are in your total program at the high school? _____

34. Approximately what percentage of students does not continue Immersion from middle/intermediate/junior high to the high school? _____%

35. Are the teachers in your Program certified? _____

If yes, what specialty area? _____

If no, what content area does the person have? _____

36. Is there additional information you are willing to share with the researcher?
If yes, please write below.

Instructional Practices and Other Components in High School Immersion Classes

The questions that follow will help the researcher understand what happens in your high school Immersion classroom and to what degree activities occur. They will also include what you would like to see happen. Please circle one of the options for each statement.

1. Teachers use cooperative group structures in their classes weekly.
Never Rarely Occasionally Often
2. Students have access to seminars on topics relevant to the curriculum.
Never Rarely Occasionally Often
3. Students write research papers. Complete the grade level _____
Never Rarely Occasionally Often
4. Students have the opportunity to develop their writing through essays.
Never Rarely Occasionally Often
5. Students take the Advanced Placement (AP) Exam.
Never Rarely Occasionally Often
6. Students take the International Baccalaureate (IB) Exam.
Never Rarely Occasionally Often
7. Students read magazines and newspapers in the target language.
Never Rarely Occasionally Often
8. Teachers allow students to access the Internet.
Never Rarely Occasionally Often
9. Teachers use technology to enrich the Immersion lesson. Explain:

10. Teachers bring in authentic materials to enhance the lesson.
Never Rarely Occasionally Often

SUMMARY
Total and Partial Immersion Language Programs in U.S. Schools
1997

State	Elem Mid. High					TOTAL LANGUAGES	
	Districts	Schools	Sch.	Sch.	Sch.	11 Languages	# Programs
Alaska	3	4	4*			Spanish	131
California	7	18	13*	3	2	French	73
Delaware	1	1	1			Hawaiian	25
Dist. of Columbia	1	4	3*	1		Japanese	19
Florida	1	3	1	1	1	German	13
Hawaii	9	25	21*	3	1	Mandarin	3
Illinois	0	1	1*			Arabic	1
Indiana	2	2	2			Cantonese	1
Kentucky	2	6	3	3		Inupiaq	1
Louisiana	7	27	19*	6	2	Russian	1
Maryland	4	14	8	5	1	Yup'ik	1
Massachusetts	3	10	6	2	2	Note: Total number of programs per language exceeds total number of schools because some schools teach more than one language.	
Michigan	2	4	3*	1			
Minnesota	6	13	8	3	2		
Missouri	1	8	7*	1			
Montana	0	1	1*				
New Jersey	1	2	2			American Schools Overseas with Immersion Programs (Dept. of Defense Schools)	
New York	1	3	3				
North Carolina	2	7	5	2		CountryNumber of Languages Schools	
Ohio	2	7	5*	1	1	Japan/Okinawa	5 Japanese/Span
Oklahoma	1	2	1	1		Germany	5 German
Oregon	3	16	7*	5	4	Italy	3 Italian
Pennsylvania	3	10	8	1	1	Korea	1 Korean
Tennessee	1	6	4	2		Panama/Cuba	2 Spanish
Texas	1	2	1	1		Spain/Turkey	1 Spanish
Utah	1	7	6	1		TOTAL	17
Virginia	4	31	18	12	1	Approximate total number of immersion students = 40,000	
Washington	1	3	1	1	1		
Wisconsin	1	5	3	1	1		
TOTAL: 28 States +District of Columbia	71	242	165	57	20		

*Includes pre-schools, K-8/9 schools, and/or K-12 schools

Note: Eleven of the schools listed have two-way immersion programs, where classes include both native English speakers and native speakers of the target language. Seven of the schools are private.

Information compiled from *Directory of Total and Partial Immersion Language Programs in U.S. Elementary Schools, 1997*. Center for Applied Linguistics, 1118 22nd St. NW, Washington, D.C. 20037 (available on www.cal.org)

2/98

Appendix F
Pilot Interview Form

Question	Response
1. Should there be guidelines for immersion Programs. If yes, why, if no, why not?	<hr/> <hr/> <hr/> <hr/>
2. Do you know of a database where immersion information is kept?	<hr/> <hr/>
3. What kinds of courses should be in immersion high school programs?	<hr/> <hr/> <hr/>
4. How do immersion Programs relate to National Standards?	<hr/> <hr/> <hr/> <hr/> <hr/>

Appendix G



THE FRENCH IMMERSION PROGRAM
in
Prince George's County Public Schools

FRENCH IMMERSION

Students Speak Only French in Kindergarten and First Grade Classes

The French Immersion Program is designed for Kindergarten through twelfth grade. It is called a full immersion program because all academic subjects are taught through French in kindergarten through sixth grade. In grades 7 and 8 the students have two periods per day of French, one period for French Language Arts, and one period of world studies in French; in addition, the English component of the Humanities Magnet is offered to immersion students. In high school, students have two courses in French in grades 9 and 10 with a focus on literature and the francophone world.

At the elementary level, students are immersed totally in French by their bilingual teachers as they learn Math, science, social studies and Language Arts.

Kindergarten offers a full-day program. All subjects taught in the regular kindergarten program are taught in the French Immersion Program. At the end of the first year of the program, the children can express themselves quite well in French.

In first grade, the children learn to read in French before reading in English, while they continue to study all of their subjects using the French language as the language of instruction.

In grade two, English language arts is introduced daily during a 45-minute class with a trained English language arts teacher. The curriculum of math, science, social studies, health, and French language arts continues to be taught in French up to grade 6. When students complete grade 6, they have a strong academic background and are also bilingual in French and English.

There are two classes taught together in French at the middle school, one in French Language Arts and Culture and the other in the World Studies class. Students also study Spanish, Latin and Japanese. In addition, Algebra and Geometry are possible options as their choices in math. The interdisciplinary approach for English, art, and world studies includes special themes, seminars, field trips, and a strong focus on essay writing. International travel is an enrichment part of the Immersion Program.

At the high school level, the immersion students are offered two immersion classes which are part of a pre-international Baccalaureate (IB) Program. These are the French Language and Civilization course, and the French Language and Literature course. In high school, students may take one of the immersion courses. Other options they may also consider are IB preparation courses for English, history, and science, with access to chemistry and calculus. Higher level IB or Advanced Placement (AP) are also options. There is an Exchange Program with a school in France and other exchanges are being explored for high school students. In addition to the immersion continuity, students may continue the study of their third foreign language which began in middle school - either Japanese, Spanish, Latin, or German.

Appendix H

HENRICO COUNTY PUBLIC SCHOOLS

FOREIGN LANGUAGE IMMERSION CENTER

The Foreign Language Immersion Center at J. R. Tucker High School is one of several specialty centers in Henrico County which allows students a unique opportunity to concentrate in one area of study. Students in the Immersion Center develop a high level of proficiency in a foreign language and take other courses that will prepare them to communicate and be successful in a global society.

1997-1998

GOALS AND OBJECTIVES

Foreign Language Immersion students develop:

- proficiency in listening, speaking, reading, and writing a foreign language
- cultural awareness necessary for international communication and understanding
- an ability to use technology for improved communication
- skills necessary for survival in an international society
- an awareness of and an interest in international careers

CURRICULUM

COMMUNITY INVOLVEMENT

- Partnerships with business and industry
- Cooperation with area colleges and universities
- Collaboration with local, state, and national governments
- Guest speakers

TECHNOLOGY

- Networked computer/language lab
- AT&T Distance Learning Network
- Interactive computer software
- International news by satellite
- Internet communications

INTERNATIONAL FOCUS

- Student exchange programs
- Foreign visitors
- Field trips
- Preparation for international travel and study
- Seminars and workshops

SAMPLE COURSE OF STUDY

Grade 9	Grade 10	Grade 11	Grade 12
English 9 PE 9 Immer. Spanish or French I Immer. math (either Alg. I or Geometry) Immersion Health & P.E. 9	English 10 PE 10 Immer. Spanish or French II Immer. math (Geometry) Immer. Int'l. Marketing (1/2 credit) Immersion Global Studies ----- Language Through the Media	English 11 Math Va. & U. S. History Immer. Spanish or French III Immer. Humanities (1/2 credit) ----- Immer. Humanities (1/2 credit) (or other 1/2 credit elective)	English 12 Va. & U. S. Government Immer. Spanish or French IV Immer. Spanish or French Field Experience Field Experience
Science (or other elective) Elective	Science (or other elective) Elective	Science (or other elective) Elective	Science (or other elective) Elective

HENRICO COUNTY PUBLIC SCHOOLS

Foreign Language Immersion Center

J. R. Tucker High School

DESCRIPTION OF PROGRAM

The Foreign Language Immersion Center opened in August, 1993, as a department of Tucker High School.

The goal of the Foreign Language Immersion Center is to give students a high level of proficiency in French/ Spanish and to enroll them in other courses that will prepare them to communicate and be successful in a global society.

To achieve this goal, students enroll in both a French/ Spanish language class and two of the following content courses taught in French/ Spanish: health & PE, social studies, mathematics, humanities, and business. A summer course to prepare students for the first year is an important part of the program. Among other integral components of the Center are foreign exchange options, business and community partnerships, visiting lecturers from French/Spanish-speaking countries, a distance-learning network, and a state-of-the-art language laboratory.

MISSION STATEMENT

The Foreign Language Immersion Center recognizes the importance and need to expand foreign language offerings to secondary students. Through increased exposure to a foreign language on a daily basis, the students enrolled in the FLI Center will attain a high level of proficiency in their target language. This skill will equip them to communicate and compete in a global society.

When the FLI Center is fully operational, at least three foreign languages will be offered in an immersion format. Each year the immersion students improve their language skills by enrolling in a foreign language class and one or two other content courses taught in the target language. Additionally they will be immersed in the culture of the countries where the language is spoken by frequent exposure to native speakers, co-curricular activities, foreign broadcasts, travel opportunities, field experiences, and internships.

Appendix I

INTERNATIONAL HIGH SCHOOL

Eugene, Oregon

The mission of the International High School is to challenge ourselves to value diversity, to recognize ambiguity, and to become empowered global citizens.



International High School at
Sheldon High School
2455 Willakenzie Road
Eugene, Oregon 97401
☎(541) 687-3171

International High School at
South Eugene High School
400 East 19th Avenue
Eugene, Oregon 97405
☎(541) 687-3115

International High School at
Churchill High School
1850 Bailey Hill Road
Eugene, Oregon 97405
☎(541) 687-3115

Contact: Caron Cooper
Head Teacher
Leslie Skelton
IB Coordinator

**I.H.S.**

students have the
opportunity to develop:

cultural awareness necessary
for international communication
and understanding

♦
global perspective on the relation-
ship between people
and natural resources

♦
proficiency in speaking
a foreign language

♦
interest in careers in
the international arena

WHO WE ARE

Established in 1984, International High School is an alternative school in international studies for grades nine through twelve. The program is college preparatory and attracts students who value global understanding and communication, cultural differences, and improving the human condition. The International High School program is a four-year interdisciplinary curriculum focused on the study of nations: their cultures, history, literary and artistic expression, and political, economic, and belief systems. Students who graduate from the program will have developed a cultural awareness necessary for international communication and understanding.



IHS student learns to dance the flamenco in Spain



A delegation of 10 IHS students attended the International Baccalaureate Conference in Uganda, Africa.



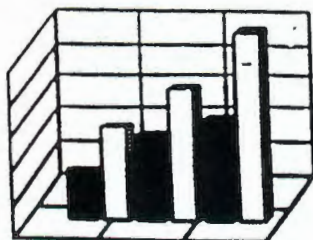
International Baccalaureate graduates celebrate their accomplishments

Located at three sites in District 4J on the campuses of South Eugene High School, Sheldon High School, and Churchill High School (ninth grade only for 1996-97), IHS offers students a core program in international studies during half their school day. During the other half, IHS students can select from an array of courses offered in the host schools in the sciences, mathematics, languages, publications, applied technology, and fine and performing arts. Students with advanced language skills in Spanish or French have the opportunity to participate in language immersion courses in IHS.

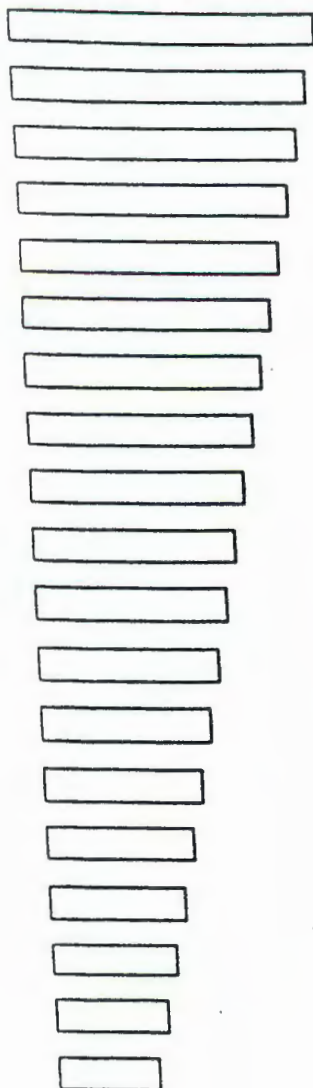


Students work independently on Global Projects

Appendix J



Research, Evaluation & Accountability



Enacted Practices Evaluation

**The French Immersion Magnet Program
of
Prince George's County, MD**

Fall 1996

Prepared by
Eugene P. Adcock, Ph.D.
Dawn Sipes, Ph.D.

**Research, Evaluation and Accountability
Prince George's County Public Schools**

In Consultation with
Susan Barfield, Ph.D.
Nancy Rhodes
Center for Applied Linguistics

**Research Report No. 59-02-97
February, 1997**

Enacted Practices Evaluation: The French Immersion Magnet Program of Prince George's County Public Schools

April 1997

Eugene P. Adcock, Ph. D. and Dawn Sipes, Ph. D.
Research, Evaluation and Accountability, PGCPs

in conjunction with
Susan Barfield, Ph.D. and Nancy Rhodes
Center for Applied Linguistics

Executive Summary

This report presents the results of the Enacted Practices Evaluation (EPE) study of the French Immersion Magnet Program (kindergarten through eighth grade) in Prince George's County Public Schools (PGCPS). The program, started in 1986-87 and currently in its eleventh year, is a "total" immersion program. Students start school where instruction is entirely in French. Although English language arts is introduced in the second grade, all other academic subjects are conducted in French. As students enter the middle school French immersion program, they have two periods, French language arts and social studies, in French and the remainder of the day in English. There are currently 629 students in the French Immersion program. Rogers Heights and Shadyside are the two participating elementary schools, and Andrew Jackson is the participating middle school.

The EPE process requires the cooperative efforts of four (4) parties to maximize the efficiency and credibility of the program evaluation: Research, Evaluation, and Accountability (REA), the Magnet Program Office, representatives of the school(s) participating in the evaluation, and the external experts in the area being evaluated. The Center for Applied Linguistics was contracted in July 1996 to serve the external expert role of the EPE study of the French Immersion program.

A rich and varied data collection process provided information for this evaluation. Data were collected and analyzed from 252 lesson plans, 23 teacher surveys, and numerous staff interviews. Student proficiency in French was measured through sixty-four (64) classroom observations, thirteen (13) student focus group discussions (including a total of 47 students in grades 3, 6 and 8), structured teacher ratings of 515 K-6 students, and eighty-two (82) student writing samples (grades 3, 6 and 8). A parent survey was conducted in November 1996 to assess parents' opinions of the French immersion program. Three hundred sixty-one (361) parents responded.

The evaluation addressed three program practice goals. These are listed below, with the relevant data indicators providing evidence regarding each goal.

Practice #1: The PGCPS curriculum (K-8) for mathematics, science, language arts, and social studies is being conducted in French in the French Immersion Magnet Program.

- Overall, the indicators (e.g., classroom observations, lesson plan reviews, teacher surveys, staff interviews) consistently demonstrated that the teachers are well informed of the PGCPS and French immersion curricula. Moreover, these data source yield consistent evidence that teachers are enacting the PGCPS and French Immersion curriculum in their teaching practices.
- With few exceptions, teachers and students were observed using French exclusively when in class.
- According to the teacher survey:
 - Ninety-six percent (96%) of the teachers reported that the French Immersion Magnet Program is meeting the goals and objectives of the program.
 - All teacher surveys indicated that teachers use PGCPS "Scope and Sequence" in their teaching. Review of teachers' lessons plans confirmed this claim.
- According to the parent survey:
 - Eighty-four percent (84%) of the parents indicated the French Immersion Magnet Program is meeting their expectations for their child(ren).
 - Sixty-four percent (64%) of the parents indicated that they believe the French Immersion Magnet Program is based on the PGCPS curriculum.

Practice #2: The classroom teachers in the French Immersion Magnet Program use MSPAP activities.

- Indicators of enacted MSPAP practice instruction included classroom observation, teacher surveys, staff interviews, and parent surveys. All four data sources provided strong evidence that MSPAP activities are used in most French Immersion classrooms.
- Weekly MSPAP vocabulary words and MSPAP learner outcomes were evidenced during classroom observations.
- Twenty-two (22) of 23 teacher survey respondents indicated that they use MSPAP activities in their classroom.
- During the staff interviews, all teachers stated they were familiar with MSPAP activities.
- A majority (56%) of parent survey respondents reported that they believe the instructional program prepares their child(ren) for standardized testing, including MSPAP. An additional 36% either did not answer or responded "Don't Know".

Practice #3: Students in the French Immersion Magnet Program acquire communication skills in French enabling them to communicate with native-speakers of French.

- The French communication skills of the students were evaluated through writing samples, focus group meetings, and teacher ratings. There was a wide range of French proficiency among students. Overall, French immersion students appear to be meeting the program's goals and objectives in French.
- Focus group ratings indicated that students' average performance was above average in vocabulary, pronunciation, fluency, and communication of ideas and thoughts. Structure/linguistic performance was about average.
- Focus group ratings revealed a steady improvement from 3rd to 6th to 8th grade in vocabulary, fluency, and communication of ideas and thoughts.
- All students in the focus groups understood and spoke spontaneously in French.
- Student writing samples reflected student growth commensurate with cognitive ability at each grade level.
- Student Oral Proficiency Ratings (SOPR), as measured by French Immersion teachers, indicated overall progress in oral French language skills from one grade level to the next.
- SOPR scores for French oral proficiency in areas of comprehension, fluency, vocabulary, and grammar were satisfactory across all grade levels, while students' pronunciation was rated higher.

Conclusion

Results indicate that the program practice goals (i.e., curriculum conducted in French, incorporation of MSPAP activities, and acquisition of communication skills in French) are being implemented in the French Immersion Magnet Program. The program is highly regarded by staff, parents, and students, especially for providing the opportunity for students to become bilingual and for providing a culturally diverse environment. This program is a successful model for ensuring bilingualism and strong academic achievement of public school students.

Disposition of Results

These results have been presented to the Superintendent's Executive Council. The EPE study results will be disaggregated and presented to individual schools for use in their school improvement plans. This report will be submitted to the School Board and the Magnet School Program Office. Also, a presentation of the EPE study results will be presented to the Community Advisory Council (CAC). Further dissemination of this EPE study report will be directed by the Superintendent and the Magnet School Program Office.

Appendix K

Standards for Foreign Language Learning

Communication

*Communicate in Languages
Other Than English*

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

*Gain Knowledge and
Understanding of Other Cultures*

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

*Connect with Other Disciplines and
Acquire Information*

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

*Develop Insight Into the Nature of
Language and Culture*

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

*Participate In Multilingual Communities
at Home & Around the World*

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Appendix L



10304 Sea Pines Drive
Mitchellville, Maryland 20721

Fax: 301-324-7360
E-Mail: pbhici@aol.com

May 6, 1998

Dear Foreign Language Educator:

I need your assistance in conducting a research study for high school immersion programs in the United States. Your program has been identified by the Center for Applied Linguistics in Washington, DC as having a continuity program. If you are not the person to complete this form, please give this questionnaire to the appropriate person to complete and emphasize the importance of returning it by May 31, 1998.

The purpose of the research is to survey all high schools with immersion programs in the U.S. and to identify objectives, standards, program content, special projects, and other components to help identify models and commonalities among programs.

As an immersion educator, I realize we do not have many studies or articles identifying what people are doing in high school immersion programs in the United States. Therefore, if you would take the time to complete the questionnaire enclosed, we can begin the process of compiling high school immersion data. I am a doctoral student at the University of Maryland; my advisor is Dr. William De Lorenzo, School of Education -EDCI, University of Maryland, College Park, Maryland

Inside the envelope is an executive summary copy of the "National Standards" to help you think of how immersion programs could relate to these Standards. Also, a self-addressed stamped envelope is included to return the questionnaire. In addition, if you will send a label with your Summer address, I will send a \$15 gift coupon to you for the Gessler Publishing Company. It is a special thank you in appreciation for the time you took to complete the questionnaire and to return it by the deadline date of May 31, 1998.

Sincerely,

Pat Barr-Harrison
Doctoral Student and
Supervisor of Foreign Languages K-12
Prince George's County Public Schools (MD)

Appendix M



June 10, 1998

Dear Colleague:

Recently, I sent you a Survey about High School Immersion Programs; I have not received your survey. I realize how busy you are but would you please, please, take the time to complete the survey and return it to me right away. If you sent the survey to someone else, please remind them to respond so that your school will be included in the National Survey results.

On the form I gave the wrong fax number; therefore, if anyone faxed me I did not receive it. The correct fax number is 301-324-7360.

All of your efforts and time are deeply appreciated.

Sincerely,

Pat Barr-Harrison

Appendix N

Pat Barr-Harrison
10304 Sea Pines Drive
Mitchellville, Maryland 20721
Home Tel. No. (301) 808-7618 FAX: (301) 324-7360

September 2, 1998

Immersion Program Coordinator

Dear Immersion Coordinator/Teacher:

I am still trying to obtain information that represents your immersion program.

This is my third attempt in trying to reach the official contact for your school who will complete a survey on your immersion program. The final analysis will describe Immersion Programs in high schools in the United States. I hope my persistence is not bothersome.

Perhaps you misplaced the original survey or either thought you missed the deadline. The original deadline has been extended due to the unfortunate death of my husband. As a result of my loss, I have been one month behind my original schedule. Therefore, I am asking you to please find time to complete the attached survey so your school will be listed in the report.

The information in this dissertation will also be used in a national report to the Center for Applied Linguistics and to other organizations that support immersion education. Support for local immersion programs can come from National guidelines and research data. Therefore, help us build a database of information. Your opinion is valued.

A self-addressed stamp envelope is enclosed for your convenience.

Sincerely,

A handwritten signature in cursive script that reads "Pat Barr-Harrison".

Pat Barr-Harrison

Attachment

Appendix O

Important Characteristics in a High School Immersion Program

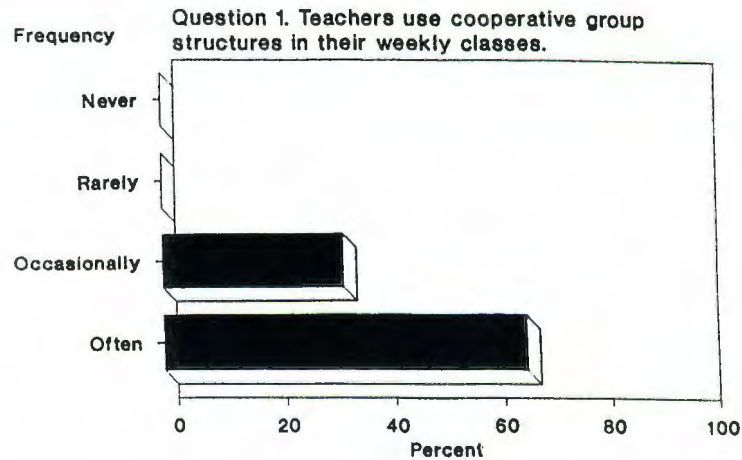
Immersion experts have identified essential features and characteristics that should be included in prototypical models for high school immersion.

- Find qualified teachers and to make sure that teachers have language proficiency and skills to teach content.
- Have a well-articulated program sequence to ensure that students continue learning in the content each successive year.
- Find a way to evaluate and assess that students have learned the content and at the same time made progress in their language development.
- Plan articulation sessions with middle and elementary to continue at an advanced level in the secondary.
- Schedule classes so that immersion fits into a regular day rather than to be in competition with band or sports.
- Integrate immersion courses into already established native speakers courses.
- Have literary, cultural thematic units and outreach to international business.
- Include at least three hours daily of immersion instruction in these areas: language arts and culture/social studies, as well as a semester abroad.
- Develop a program that has time for students to be in band, extracurricular activities, etc.
- Incorporate National K-12 Foreign Language Standards or second language content standards.
- Develop writing via essays, WWW (World Wide Web), and e-mail.

- Include special language service projects in the community for immersion students their junior and senior years.
- Assess components of language proficiency for all immersion students.
- Group immersion students together by grade level and course design for sequence and appropriate curriculum.
- Block two or more courses together and include a target language arts course to improve reading and writing.
- Make sure that the high school immersion program was based on a well-planned sequence of instructional objectives that included articulation, a vision and end results for the program.
- Ensure that instructional practices were relative, meaningful and had value for the students. These meaningful practices could include topics that interest students but at the same time develop their language skills, breadth of knowledge and research capabilities as students.
- Maximize language growth within the immersion experience. The curriculum would include high interest themes and topics that would be of interest to students and integrated in concise ways with tangible benefits. These benefits could include bilingual certificates, IB certificates or diplomas and special experiences.

Appendix P

**Figure 1. Instructional Practices
and Other Components in High School
Immersion Classes**



**Figure 2. Instructional Practices
and Other Components in High School
Immersion Classes**

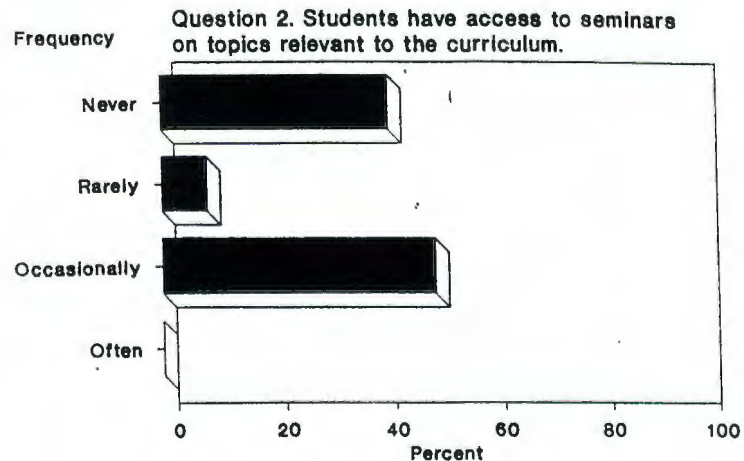


Figure 3. Instructional Practices
and Other Components in High School
Immersion Classes

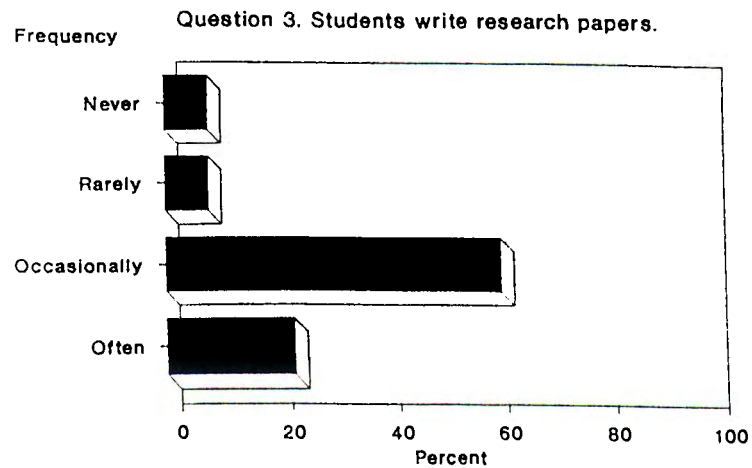
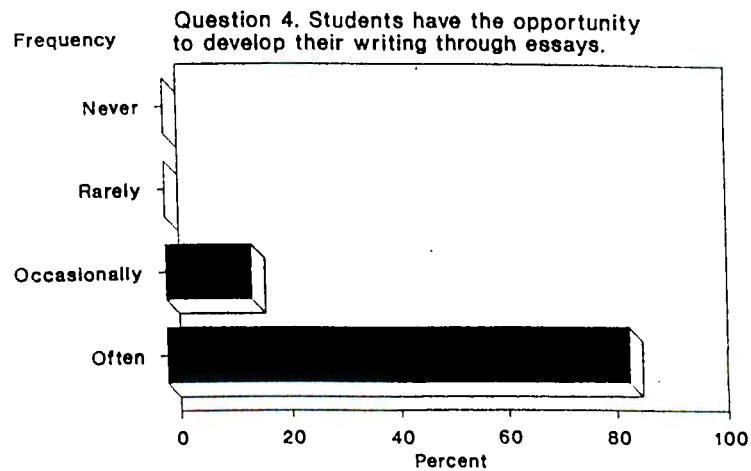
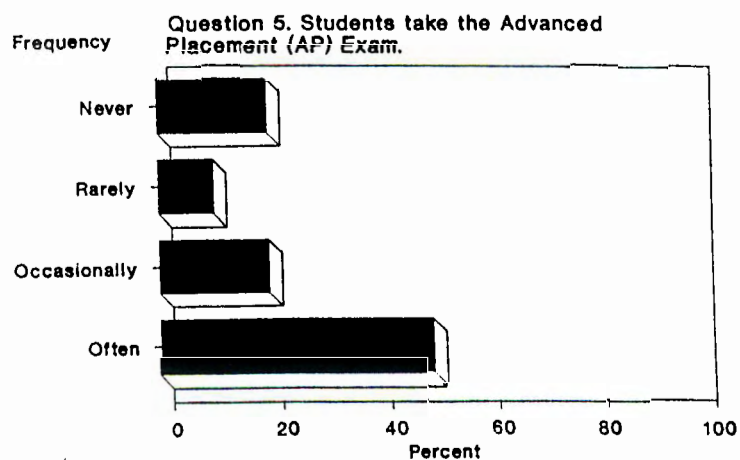


Figure 4. Instructional Practices
and Other Components in High School
Immersion Classes



**Figure 5. Instructional Practices
and Other Components in High School
Immersion Classes**



**Figure 6. Instructional Practices
and Other Components in High School
Immersion Classes**

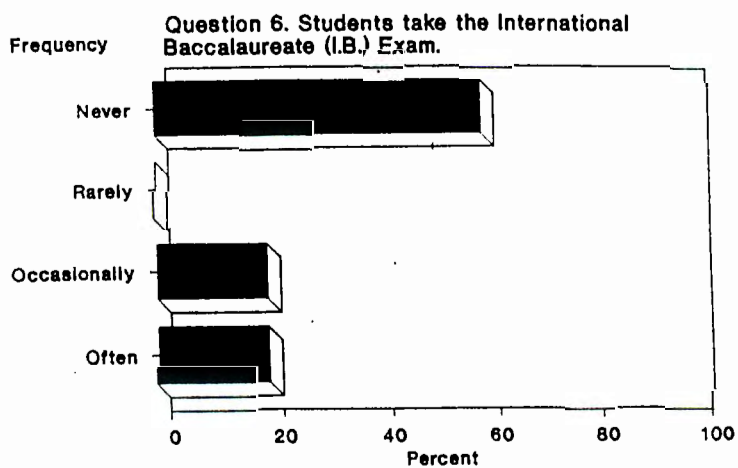


Figure 7. Instructional Practices
and Other Components in High School
Immersion Classes

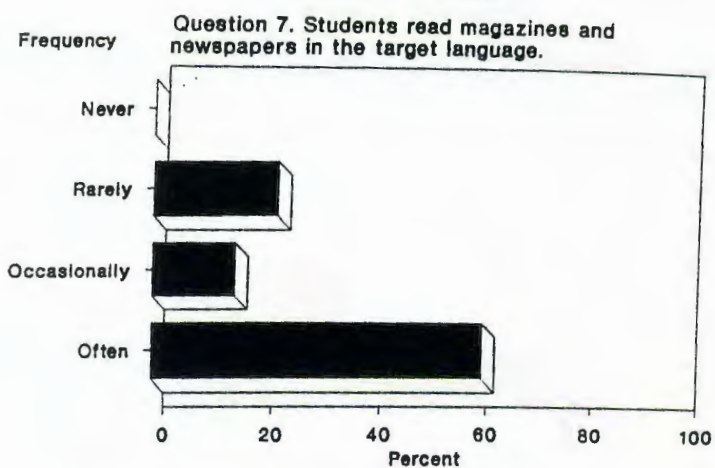


Figure 8. Instructional Practices
and Other Components in High School
Immersion Classes

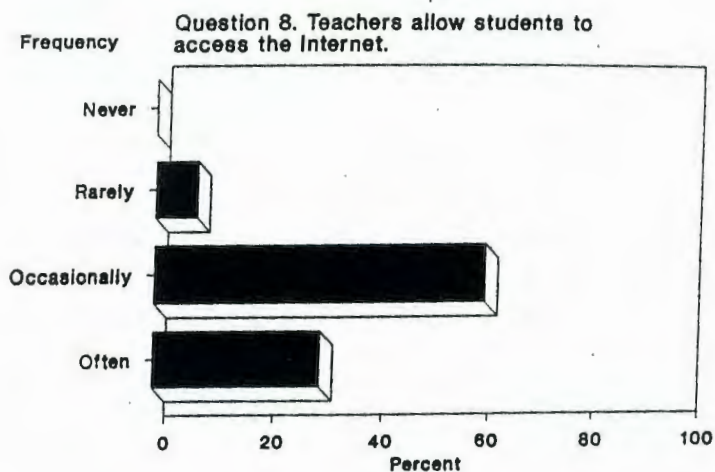
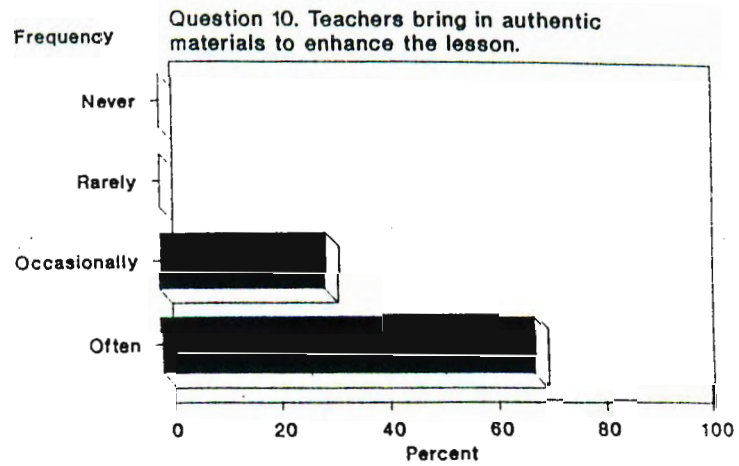


Figure 9. Instructional Practices
and Other Components in High School
Immersion Classes



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